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ABSTRACT

This volume in a series of annual reports focuses on FLES as an integral part of the elementary school curriculum. The areas investigated in this study include ways in which FLES programs can make significant contributions in helping elementary pupils to develop necessary skills for vocational, social, and economic competence; to gain access to the accumulated and potential knowledge of man; and to develop social values and aesthetic discrimination. The problem of implementation of the objectives of the elementary school in the foreign language program is also discussed. The final chapter concentrates on presenting an overview and organization of the FLES curriculum. (RL)

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F*L*E*S and THE OBJECTIVES of the CONTEMPORARY ELEMENTARY SCHOOLS

A Report by the F·L·E·S COMMITTEE of the AMERICAN ASSOCIATION OF TEACHERS OF FRENCH

Roger A. Pillet, *Editor*

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PREFACE

The National FLES (Foreign Languages Elementary School) Committee of the American Association of Teachers of French, established in 1960, has submitted the following reports at the Annual Meetings of the Association:

The Supply, Qualification, and Training of Teachers of FLES (1961) [1]
Language Structures at FLES Level Including Testing for Mastery of Structures (1962) [1]
The Correlation of a Long Language Sequence Beginning in the Elementary School (1962) [1]
Reading at FLES Level (1964) [1]
Culture in the FLES Program (1965) [2]

This year the Committee decided to focus attention on a horizontal dimension—FLES as an integral part of the elementary school—rather than on any aspect of the vertical dimension, i.e., FLES as the beginning of the total foreign-language sequence.

The 1966 FLES Committee Report *FLES and the Objectives of the Contemporary Elementary School* proposed to study the essential and significant relationships between the FLES program and the objectives of the contemporary elementary school. The Committee agreed that an exploration of these relationships might be helpful to both foreign-language teachers and elementary-school personnel in understanding how the foreign-language program is consonant with objectives considered fundamental to the elementary-school curriculum and how the foreign-language program contributes to the attainment of those objectives.

In October, members of the Committee, together with Dr. Richard E. Hodges, Assistant Professor of the Graduate School of Education and Director of the Elementary Teachers Education Program at the University of Chicago, investigated ways in which the FLES program could make significant contributions in helping elementary pupils to

[1] Available from National Information Bureau, 972 Fifth Avenue, New York.
[2] Available from Chilton Books, 401 Walnut Street, Philadelphia.

- develop necessary skills for vocational, social and economic competence
- gain access to the accumulated and potential knowledge of man
- develop social values and aesthetic discrimination.

The Committee also discussed the problem of implementation of the objectives of the elementary school in instruction of the foreign-language program. The Report incorporates this discussion in sections examining the compatibility of FLES programs with innovative organizational patterns emerging in the grades.

An "outline" drawn from *The Structure of Knowledge and the Nature of Inquiry* (Report of the 1964 Oregon Program Workshop, State Department of Education, Salem, Oregon, 1965) served as a parameter for the discussion of the group. No systematic or exhaustive exploration of the topics appearing in the outline was attempted, nor did the Committee exclude from its discussion references to other presentations of objectives and current curriculum design applicable to the elementary school. The final organization of the Report is based on the discussion of the Committee at the Work Conference.

The Committee expresses sincere appreciation to Dr. Hodges for his assistance in October and for his contribution to this report. The Co-Chairmen wish to thank the administrative officers of the AATF for making funds available for the Work Conference. Mr. Karl Bortnick's recording of the Conference is also appreciated.

The Report of the Committee was submitted to the membership of the AATF at its annual meeting in New York on December 28, 1966.

LEE SPARKMAN
Co-Chairman

The Editor wishes to thank Lee Sparkman for her contributions in organizing the work of the Committee and for her valuable suggestions incorporated in the Report. He regrets that extended professional commitments did not permit her collaborating on the final editing of the Report.

He would be remiss in not acknowledging his appreciation for the complete, dedicated cooperation of all members serving on the Committee in 1966.

ROGER A. PILLET

INTRODUCTION

The American elementary school historically has provided the locus for a debate concerning the major purposes of the public education enterprise, namely, should schooling primarily focus upon the child or upon subject matter? That is, is the elementary school primarily an extension upward of the family, or an extension downward of the high school? Opinions concerning *what* shall be taught, and *how*, largely reflect one of these two contentions.

Contemporary elementary education is not aloof from this debate, particularly in the light of increased pressures for curriculum reform as man gains new knowledge of himself and of the world in which he lives. The perennial question of what shall be taught and how has never had more relevance than during these times of a nearly exponential growth rate of knowledge. One need only observe the increased attention of scholars in the sciences and the humanities to the curriculum offerings of the elementary school, in order to demonstrate its current subject matter orientation. Unhappily, only limited attention has been directed toward a determination of the shared and unique contributions each subject matter makes to the larger purposes of elementary education and to the matter of subject matter balance in the curriculum. Fortunately, however, insights concerning child behavior are also emerging, sometimes parallel to, and sometimes coordinate with curriculum reform. Perhaps the day is near when *both* the child *and* the curriculum will emerge in balanced proportion in elementary-school programs.

It is within this context that elementary-school foreign-language instruction faces its biggest challenge. Such a subject matter offering is seen as an intruder by those who hold traditional views of the elementary-school curriculum as a purveyor of the cultural heritage. In this regard, foreign-language instruction is a competitor with new or revised curriculum offerings and the burden of proof lies with those proponents of foreign-language instruction as a valid component of elementary-school programs. It is, in short, a necessary but insufficient condition that foreign-language specialists recognize its educational value. It must also be demon-

strated that foreign-language instruction is commensurate with and contributes to major elementary-school objectives.

It is therefore important, I think, that the following papers are directed toward a consideration of the place of foreign language instruction *within* the contemporary elementary-school curriculum and the objectives toward which this curriculum strives. For only when foreign-language instruction can be justified in terms of its shared and unique contributions to the general purposes of elementary education can it assume its functional part of the elementary-school curriculum. The willingness of the FLES Committee to accept the burden of proof and objectively to explore the place of foreign languages in the elementary school represents an important step toward the evolution of a program that meets the needs of today's children, while preparing them to be tomorrow's citizens. And that, after all, is what schooling is about.

RICHARD E. HODGES
The University of Chicago

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I. THE ROLE OF FLES IN DEVELOPING SKILLS FOR VOCATIONAL, SOCIAL AND ECONOMIC COMPETENCE

Both essays under this rubric re-affirm the conviction that FLES programs make a definite contribution to the elementary curriculum in these areas.

The first essay, while concentrating on the vocational and economic benefits accrued from foreign-language instruction, provides further insights into the effects of FLES on the student as a better consumer not only of material goods but also of cultural products and educational services. FLES makes a major contribution as it liberates the student's potential for a richer personal and professional life.

The contributions of FLES instruction to world-mindedness is the central theme of the second essay. Use of the foreign language inserts a powerful wedge into the linguistic ethnocentricity of the classroom. Better attitudes toward foreign cultural concepts develop as language and culture become integrated in a program where Foreign Language and Social Science studies systematically reinforce each other.

R. P.

THE ROLE OF FLES IN DEVELOPING SKILLS FOR VOCATIONAL AND ECONOMIC COMPETENCE

Developing Vocational Skills

The ways in which foreign language learning may contribute to helping a person become a productive member of society have been the subject of considerable interest in recent years. Surveys of vocational opportunities for persons skilled in foreign languages inevitably show that, while some vocations exist for which the primary requirement is foreign-language skill, it is more often the case that knowledge of a foreign language is a very important but nevertheless secondary requirement. That is, one is first of all an engineer, businessman, or journalist.

While the vast post-war international involvement of the United States is readily evident to all, what is only yet dimly understood is the continuing potential for growth in this area. Comsat and the United States Travel Office are just getting underway. At the time of this writing the President's new bill for aid to international education is an addition to ongoing exchange and foreign-study programs, but its impact is months, if not years, away.

However, a continuing visible explosive expansion into overseas markets is being carried on by American industry. Such growth accelerates as American firms see potential new markets for products already commonplace in the United States. The statement that an American company's foreign affiliates are growing at a more rapid pace than domestic divisions is frequent in such business publications as *Business Week, Barron's,* and *Forbes.* Furthermore the movement overseas is not limited to the industrial giants but is spreading to smaller companies as well. This fact indicates that the pragmatic values of the market place will dictate that more Americans will learn languages as industry tries to avoid a situation similar to that described in the lament: "How sad to see members of international conferences—big men, leaders in their countries—unable to talk to each other after the formal business is completed through interpreters." [1]

However, many vocations, indeed most of them, are not at so exalted a level. As the need increases for managers who speak foreign languages, so does the need for bilingual secretaries, re-

[1] William R. Parker, *The National Interest and Foreign Languages* (Washington, D. C., 1961), p. 122.

ceptionists, ticket agents, and so on. Furthermore, as international travel expands, so does the need for stewardesses, hotel clerks, waiters, yes, even policemen who can converse in a second or third language. For our purposes here, the chart herewith will suggest some of the many vocations for which knowledge of a foreign language can be of great help or is essential.

Assuming, then, that knowledge of a foreign language may be helpful to countless workers in their jobs, let us review what the schools accept as their responsibility in preparing children and youth for the world of work. One statement says:

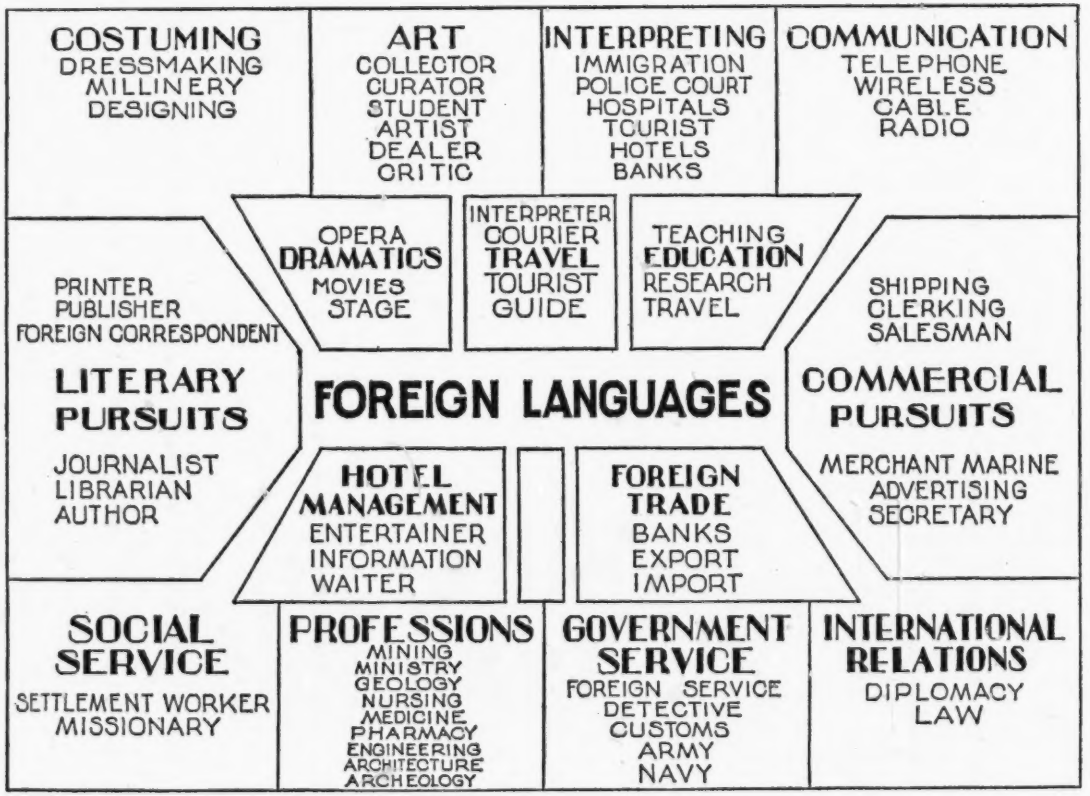
> "Every pupil to the limit of his capacity should have the opportunity to acquire salable skills in fields of his choice which will enable him to take his place in the economic world." [2]

In the elementary school the pupil begins to work toward this objective primarily by exploring the world of work. He learns that many different vocations exist and at the same time begins to learn the kinds of training and experience necessary for the various occupations.

In FLES classes he learns the foreign-language names for various occupations, takes part in dialogues involving workers, and views films showing various kinds of foreign workers at their jobs. Some of these workers are persons for whom knowledge of a foreign language is important or essential to their work.

The New York City Schools have developed a unit on occupations for fourth-grade learners of French. This unit has as its primary purpose the learning of French names for a number of professions and occupations. Later units can probe more deeply into characteristics of various occupations, some necessary training, educational requirements, and so on. The unit entitled "Going Marketing" which appears some pages further on in this chapter illustrates how children may engage in role-playing in dialogues involving persons at work. Another unit, "City Workers," in the New York Guide is intended for sixth grade. It provides additional opportunity for role playing. Contrasting aspects of French and American life are implicit in the unit.

[2] Minneapolis Public Schools, *Achieving the Objectives of Education—A Guide to Curriculum Development* (Minneapolis, 1958), pp. 16, 17.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GOVERNMENT SERVICE
FOREIGN SERVICE
DETECTIVE
CUSTOMS
ARMY
NAVY
INTERNATIONAL RELATIONS
DIPLOMACY
LAW

Occupations [3]

Introduction

In preparation for this lesson, the children are asked to bring in pictures showing men and women working at the various professions and occupations. If the children have been working with puppets, they can dress some of them to look like doctors, nurses, bakers, policemen, etc. In addition, some members of the class may volunteer to make models of a grocery store, a butcher shop, a bakery, etc.

Suggested Procedure

1. The pictures representing the various occupations may be displayed around the room. The models and puppets are easily accessible from a display table or a *boîte française*.
2. The simplest way to teach the new vocabulary is by pointing to the picture or model and by using the familiar pattern:

Où est le dentiste?
Voilà le dentiste.
Où est le médecin?
Voilà le médecin.

3. This can be varied with:

Montrez-moi le tailleur.
Voilà le tailleur.

4. When the new vocabulary becomes familiar, the teacher may proceed with:

Qui est professeur?
Mlle Gordon est professeur.
Qui est médecin?
Mon oncle est médecin.
Qui est avocat?
Mon père est avocat.

This will review the vocabulary based on the family and reinforce the use of *mon, ma, votre,* etc.

5. The expression *chez* is very useful with this vocabulary.

Polite Form	*Familiar Form*
Où allez-vous?	Où vas-tu?
Je vais chez le médecin.	Je vais chez le médecin.

[3] Board of Education of the City of New York, *French in the Elementary School —Grades 4-5-6* (Curriculum Bulletin No. 13, 1961-62 Series [New York, 1963]), pp. 38-40. Reprinted by permission of the Board of Education of the City of New York.

Adaptations

Je vais chez le dentiste.
chez l'avocat.
chez le boulanger.
chez le boucher.
etc.

Où va-t-il?
Il va chez le tailleur.
chez le dentiste.
etc.

Où va-t-elle?
Elle va chez l'épicier.
chez le dentiste.
etc.

To dramatize this simple exchange, use is made of the costumed puppets and models of the various stores. If this isn't practical, two or three children may sit up in front and pretend to be *un dentiste, un avocat,* and *un médecin* in individual offices. The teacher then walks toward each one, saying: "Je vais chez le médecin (le dentiste, l'avocat)." She then calls on children, who in response to, "Où allez-vous?" answer, "Je vais chez le médecin (le dentiste, l'avocat)."

Related Vocabulary and Patterns of Speech

le docteur	l'avocat (m.)	l'épicier (m.)
le médecin	le boulanger	le boucher
le dentiste	le tailleur	

Il est (médecin, dentiste, avocat).

Où allez-vous?
Où vas-tu?
Je vais chez . . .

Supplementary

l'ingénieur (m.)	le pilote d'avion	le commerçant
l'infirmière (f.)	l'hôtesse de l'air	le (la) dactylo
le pharmacien	le fermier	le (la) secrétaire
le musicien	le peintre	

Suggested Activities

1. One child is called on to name a profession or occupation. He then calls on another child to make up a French sentence using that word:

Avocat
Mon oncle est avocat.

2. *Game*

This is a form of charades. A child is called on to act out one of the occupations or professions. The rest of the class guesses who he is supposed to be.

3. *Songs*

"J'ai perdu le 'do' de ma clarinette"
"Il était une bergère"

(End of Occupation Unit)

Achieving foreign-language proficiency takes many years if the skill is to play any vocational role. However, each level of learning has its own pleasures and may be looked forward to with anticipation. At the end of his long sequence of foreign-language study, the pupil has learned one foreign language well, no mean accomplishment, and one which may serve him in good stead as a college student or worker. Secondly, he has learned that foreign-language learning takes time. Such knowledge will help him when he must decide how much time he will need to devote to learning, should he find himself obliged to learn a third language for a specific occupational assignment. Thirdly, he will have learned something about language learning. He will have broadened his linguistic horizon to the extent that he will have learned the techniques of language study; he will be more aware of how language works, of the problems of syntax, grammar, and phonology, and he will have increased his knowledge of lexicon and sharpened his word attack skills. He will be more skillful in using context clues to get at meaning. Never again will he be a beginning language student, though he may learn several more languages. Because of these new knowledges he is potentially a more worthwhile worker and, to jump to the next subtopic for a moment, a better consumer of educational services offered to him. Certainly he is unlikely to take seriously the claims that he can "learn French in ten hours with records."

Developing Skills for Economic Competence

Besides developing the skills that will enable him to earn a living, the learner must become a knowledgeable consumer. The Minneapolis guide states the objective this way:

> "Every pupil to the limit of his capacity should have the opportunity to become an intelligent consumer of material goods, cultural products and services." [4]

[4] Minneapolis Public Schools, *op. cit.*, p. 18.

In FLES and FLES-related activities the pupil learns the following:

1. He acquires knowledge regarding how life in another culture differs from life in America. He thus becomes better able to live or travel in that culture and presumably becomes more adaptable or receptive to all other cultures and better able to function in them. For example, he becomes acquainted with foreign money and practices its use in role-playing activities such as puppet shows and skits.

2. He learns of products made in other countries and particularly learns to admire those products which excel because of their artistic merit, durability, or advanced technical performance.

The New York City guide also illustrates how a beginning may be made in educating future consumers through FLES.

Going Marketing [5]

Introduction

In addition to the pictures of foods, the teacher will need American and French coins and paper money. When the question arises, she is prepared to explain as simply as possible the French monetary system and compare it with ours. She may also take this opportunity to explain the French kilo and to describe typical French market scenes.

Suggested Procedure

1. In the following dialogue a mother asks her daughter to go to the store for her. She tells her what to buy, gives her a bill and warns her to be careful with the change.

M: Colette, veux-tu aller
au marché pour moi?
C: Bien sûr, maman.
Qu'est-ce qu'il te
faut?
M: Une douzaine d'oeufs,
un kilo de pommes et
six bananes.
C: C'est tout?
M: Oui, c'est tout. Voici
un billet de dix francs.
Fais attention.
Ne perds pas la monnaie.

[5] Adapted from *French in the Elementary School: Grades 4-5-6*, Board of Education of the City of New York, *op. cit.*, pp. 62-64. Reprinted by permission.

Adaptations

Voulez-vous aller
à l'épicerie?
à la boulangerie?
à la boucherie?
Voulez-vous aller
chez l'épicier?
chez le boulanger?
chez le boucher?

Veux-tu aller
à l'épicerie?
à la boulangerie?
à la boucherie?
Veux-tu aller
chez l'épicier?
chez le boulanger?
chez le boucher?

Il me faut du pain,
un grand bifteck,
trois côtelettes de mouton.

2. In the following dialogue, Mme Dupont, who is marketing, speaks to the fruit merchant, examines the fruit, compares prices, makes a selection, and pays for the merchandise.

Mme Dupont: Bonjour, monsieur.
Le marchand: Bonjour, madame.
Mme Dupont: Avez-vous des fruits frais aujourd'hui?
Le marchand: Oui, madame—des pêches, des poires et des fraises délicieuses.
Mme Dupont: Combien les pêches?
Le marchand: Un franc la livre madame.
Mme Dupont: C'est bon marché. Et les poires?
Le marchand: Un franc cinquante, madame.
Mme Dupont: C'est trop cher. Bien, donnez-moi deux livres de pêches et une livre de poires.
Le marchand: Autre chose, madame?
Mme Dupont: C'est tout. Ça fait combien?
Le marchand: Ça fait trois francs cinquante.
Mme Dupont: Voici un billet de cinq francs.
Le marchand: Merci, madame. Voici votre monnaie.

3. Now is the time to teach how to count by tens to one hundred. When this has been mastered, the rest of the numerals can be taught, from 1 to 100.

Related Vocabulary and Patterns of Speech

le marché	l'épicerie (f.)	la monnaie
la boucherie	la pâtisserie	la douzaine
la boulangerie	le franc	la livre
vingt	vingt-deux	vingt-quatre
vingt et un	vingt-trois	vingt-cinq

vingt-six	quarante et un	soixante-dix
vingt-sept	quarante-deux	soixante et onze
vingt-huit	cinquante	soixante-douze
vingt-neuf	cinquante et un	quatre-vingts
trente	cinquante-deux	quatre-vingt-un
trente et un	soixante	quatre-vingt-dix
trente-deux	soixante et un	quatre-vingt-onze
quarante	soixante-deux	quatre-vingt-douze
		cent

Qu'est-ce qu'il vous faut?	C'est tout.
Il me faut . . .	Faites attention.
C'est combien la douzaine?	Fais attention.
Combien ça coûte?	Ne perdez-pas . . .
C'est cher.	Ne perds pas . . .
C'est bon marché.	Un billet de cinq francs.
Et avec cela?	Une pièce de cinquante centimes.

Suggested Activities

1. A store is set up in front of the classroom. All the foods are displayed. One child is chosen to be storekeeper. As each customer comes in, he converses with the storekeeper, selects some foods, pays and leaves.
2. The children order groceries by telephone.
3. *Game*

One child starts by saying, "Je vais au marché et j'achète du pain." Another child continues, "Je vais au marché et j'achète du pain et du beurre."

The aim is to repeat as long a list as possible.

(End of Going Marketing Unit)

The Opportunity is Sometimes Lacking

Education for All American Youth presents a hypothetical case in which a potential Newton, Mozart, or Socrates is isolated from the rest of the world in a Borneo village.[6] The point made is that his talents would be wasted because he is cut off from important educational benefits like a plant in want of nourishment and cultivation. Such a situation in regard to language learning exists in the vast majority of elementary schools in the United States today. Is it not possible, even probable, that a great number of potential diplomats, interpreters, and even foreign language teachers

[6] Educational Policies Commission, *Education for All American Youth—A Further Look* (Washington, D. C., 1952), p. 126.

wither on the vine because the initial warning and inspiring contact with a foreign culture is missing from their school experience?

In this period when persons trained in foreign languages are being increasingly sought out, the FLES course can provide a real service by opening new vocational and avocational horizons. Here may be the youngster's first thrilling contact with the world beyond his town or city. He may learn that he is not necessarily chained to his home-town industries or family plow.

And what of the much maligned American tourist? Won't he be less likely to stir up anger in other parts of the world if he goes overseas with some learnings that lead him to anticipate that life will be somewhat different in other countries? Won't he enjoy himself more, if he is not shocked to find that food is not the same in Spain as that he is accustomed to in Parker's Prairie, Minnesota?

As our FLES pupil learns of the world he will be learning to cope with it. He will have experienced its sights and sounds and will have engaged in many activities typical of a new culture. As a result he may be a happier soldier stationed overseas, a better businessman, a wiser traveler, a more interesting friend, and a better parent.

Jermaine Arendt
Minneapolis Public Schools

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THE ROLE OF FLES IN DEVELOPING SKILLS FOR SOCIAL COMPETENCE

One of the primary objectives of the elementary school curriculum is the development of desirable social behavior and human relationships. This objective is part of the overall program, but it is usually identified in particular with the area of social studies which is concerned with the improvement of group living. Depending on the age and environment of the child, the social group to which he must adapt and to which he must relate may include the classroom, the home, the community, the nation and the world.

In general, the goal is to prepare the child to meet effectively situations involving an understanding of basic social phenomena. In the modern world of rapid and far-reaching changes, the social phenomena to be studied and understood are no longer limited by time or space. They extend far beyond the limits of our community and our nation. The child of this generation and of those to come will be required to cope with social phenomena requiring world-mindedness and international understanding at an early stage in their development. For an increasing number this means probable involvement and direct interaction with individuals of other races and nationalities. There is, therefore, a need to provide an early start toward attitudinal development which will lead to social behavior that is acceptable and rewarding for our world-minded citizen.

An awareness of this need is stated as follows in a discussion concerning curriculum development and, in particular, concerning the recent emphasis on needed understandings. "An important responsibility of the elementary school is laying the foundation for international understanding through the development of human relations. The development should begin in the kindergarten and continue throughout the school program. Experiences should be provided for continuous expansion of children's concepts from those involving only their playmates to those which include all peoples. . . . Good learning experiences in international understanding are ones in which the learner:

Sees the relationship between himself and the apparently remote persons and places involved in world affairs;
Sees value and relevance in the information he learns;
Acquires, develops, or modifies his attitudes toward international issues in the light of new information as related to a consciously held scheme of values;

Utilizes the processes of critical thinking and evaluation;
Has appropriate opportunity for doing so.

(The following pertain to the elementary school curriculum in particular.)

1. Children should learn that they live in a world with different kinds of people.
2. Children should learn that people are affected by their environment and by the ways of living and thinking of their parents and other adults." [1]

Unique Contributions of Foreign-Language Learning

In the preceding statements there are definite implications for the teaching of foreign language starting at elementary school level. The modern curriculum is concerned with providing learning experiences to break down monocultural concepts that limit and hinder the development of desirable social behavior in the modern world. Various areas of the curriculum including social studies give the children the opportunity to read and talk about people of other nations, to visualize by means of films and other aids how these people live, work and play. But is this enough? The addition of foreign language learning—when well taught in a long-sequence program starting in the elementary school—can help the child acquire in greater depth an understanding of these "different kinds of people." This learning experience can provide an insight to a degree not possible in other areas of the curriculum. Its importance to the development of our future citizens is clearly presented in the following remarks from a report published as a result of an international meeting of experts. "The cultivation of our own language and civilization, coupled with the relative neglect of the language and country of the others, tends to make popular education one-sided and ethnocentric down to its roots . . . That a radical re-adjustment in national educational systems is needed, a toning down of the in-group values and a more intimate knowledge and appreciation of the out-group, is now widely recognized and much spadework has already been done, for example, in the teaching of history and the production of textbooks, in order to break down prejudice, to eliminate distortions, and to overcome hostility and aggressiveness. But of the factors that create the most profound in-group insulation, the linguistic one is perhaps the most powerful. Without overcoming it at least once in the

[1] Lee, J. Murray and Dorris May Lee, *The Child and His Curriculum* (3rd ed.) New York: Appleton-Century-Crofts, 1960 (p. 239).

course of growing up, the world of the others remains a closed book and the individual is left in this respect in an egocentric phase of development . . . The other fellow beyond the mountain never becomes quite real." [2]

In spite of such weighty statements from experts, even foreign-language specialists have been somewhat hesitant to emphasize or insist upon these unique contributions of foreign-language learning to the social development of the child. For the objectives of psychological and cultural insight, which help the child to adjust to society, must be sought to a considerable extent in the realm of the intangible. Such intangible benefits are difficult to measure effectively. As a result, there has been a tendency to minimize the importance of the objectives of cultural insight and social competence in the foreign-language program. It is not surprising, then, that the value of foreign languages in the elementary school has not always been readily accepted by the school administrator. In terms of skills and immediate values for the individual child, the areas of science, mathematics, and economics may seem much more practical and justifiable. On the other hand, as has been stated previously, the elementary school curriculum is also definitely concerned with such intangible elements in the development of the child as attitudes, interaction, and social behavior. It is only by increased dialogue and continued exchange of ideas and philosophy between elementary-school specialists and FLES specialists that there can be a mutual understanding of the place of foreign language in the curriculum and how it can contribute to the social competence of the child.

There is a strong correlation between the humanistic value of social studies and foreign language. Both areas contribute to sensitizing the child to other cultures, other modes of thinking and behaving. One area reinforces and complements the other. The following discussion, taken from a text on curriculum development, indicates that curriculum specialists are aware of and interested in this correlation. The authors discuss here the relationship of FLES to the area of social studies.

> "We do have examples within the United States of the importance of foreign-language instruction in the improvement of relationships between particular groups of people. In many areas of the southwest, the teaching of Spanish in the elementary schools has for many years been considered an effective approach to the intergroup

[2] Stern, H. H. *Foreign Languages in Primary Education*, Hamburg: UNESCO Institute for Education, 1963 (p. 15).

human-relations problems between the Spanish-American peoples and other residents. By studying the Spanish language, avenues of communication, both linguistic and emotional, have been strengthened. Improved understanding and more positive intergroup feelings are believed to follow from the schools' readiness to find time to study the Spanish language. To some extent New York City has faced a similar problem in recent years with the great influx of persons from Puerto Rico, and the efforts to solve this problem appear to be strengthened when some time and attention is given to the problem of communication. The attempts to help New York City teachers, for instance, to learn the language of the Puerto Rico children sufficiently well to aid them in their initial adjustment to school life have been well received by all concerned. Such experiences as these lead one to conclude that, where an immediate problem of intergroup relations exists that is partially based on language differences, it is well to devote attention to language along with other efforts to arrive at some mutually satisfying understandings.

"This kind of thinking can be carried to the level of international understanding too. It can be reasoned that, where problems of understanding and good feeling exist between national groups who speak different languages, a contribution to their resolution may be made by giving some attention to the matter of communication. The necessity of communication to the smooth proceedings of the direct relations maintained in matters of government and trade is obvious. Contacts of this kind will usually be improved if the persons involved can talk directly with each other, can read the current periodicals produced in each other's countries, and can even make some headway in the literature of the country as an aid to developing general perspective and as a way of increasing mutual empathy.

"It is more difficult to arrive at a clear line of action when attention is turned to the problem of general education. In this setting, the focus is on the child who will most likely become the adult with indirect and remote, but nonetheless important and crucial, relations with foreign peoples. He may, owing to improved transportation facilities and the growing internationalism in social, political, and economic affairs, see more foreign people in his own country and he may even tour one or two times among foreign peoples. But, in all probability, most of his 'foreign experience' will be limited to trying to understand the world scene, to trying to develop empathy for foreign peoples by vicarious means, and to making efforts to maintain a defensible position as an active citizen when he uses his

> ballot to influence national policies in the area of foreign relations. At this point the social studies program may look for support from the introduction of foreign-language instruction into the elementary school . . . And it is precisely at this point that, in the view of the authors, much more experience is needed with foreign-language programs before firm conclusions can be drawn. . . .
>
> The social studies program has a stake in these developments that elementary school educators need to exercise. The decision whether to develop foreign-language instruction in the elementary school is in great part a social education decision." [3]

It is evident that the authors are concerned with the practical application of positive attitudes toward foreign cultures. It is also evident that they are asking for answers from the FLES specialists concerning the most effective way to make foreign languages a valid, contributing factor to the curriculum in the area of social education. Unless these answers can be given in terms of the objectives of the elementary-school curriculum and the practical considerations implied here, the less tangible advantages of FLES may never be understood by those who may have had limited contact with foreign language as a means of oral communication. As Dr. Marjorie Johnston explained in a speech on designing foreign language instruction to promote world understanding—"individuals who have never been through the process of learning to communicate passably well in a foreign language cannot understand that language is more than a tool or a convenient door to another culture. Having no experience to reveal that language is also an inseparable part of the culture, they simply do not comprehend that through language we get a personal view of peoples that we can obtain in no other way." [4]

Social Concepts in the FLES Program

Although it is mainly through the language-learning experience that much of the cultural and social concepts are provided, there must also be a deliberate, planned, systematic presentation of these concepts. It has been suggested that the foreign-language teacher should turn to cultural anthropology as a source of identify-

[3] Sowards, G. Wesley and Mary Margaret Scobey, *The Changing Curriculum and the Elementary Teacher.* San Francisco: Wadsworth Publishing Company Inc., 1961 (pp. 337–338).

[4] Johnston, Marjorie C. "Designing Foreign Language Education for World Understanding—A Shared Responsibility," *Publications of the Modern Language Association,* Volume LXXVIII, No. 2, May 1963.

ing the basic patterns of behavior.[5] Another source of direction and help is the social scientist. Above all there is need for greater cooperation and teamwork between the specialists in social studies and foreign languages in structuring the content and procedures starting at the elementary-school level.

At the early stages in foreign-language learning, a systematic treatment of cultural content through the language may be difficult. Usually, the teacher attempts to clarify at this stage cultural items as they occur in learning the basic structure of the language. Occasionally, this may be done briefly in English at a time other than during the practice session in the foreign language itself. But the cultural and social insights provided through the teaching of foreign language at elementary-school level are usually the outcome of language used in meaningful situations involving "play acting" in which the children interact with one another. The dialogue taught in the foreign language is definitely a "social" situation in which the children not only use the foreign language but also try to visualize themselves as foreign children in familiar everyday situations. In this way the children are already relating themselves in a very realistic way to the foreign people. The cultural understanding contributed by FLES is gained through doing and acting within the simple patterns of behavior and everyday situations typical of the people who speak that language.

> "Dialogues based on situations with which the child is familiar provide excellent material for perfecting audio-lingual skills through mimicry-memorization and variation. Situations suitable for use in the elementary school are:
>
> "The School—incidents dealing with learning activities, classroom management, housekeeping chores, and school-connected out-of-class activities
>
> "The Home—eating one of the meals, keeping house, playing, watching television
>
> "The Community—using public transportation, shopping, learning about the adult world at work, asking directions
>
> "The Individual—practicing good health habits, getting up, dressing, enjoying hobbies

[5] Lado, Robert, *Language Teaching: A Scientific Approach*, New York: McGraw-Hill, 1964 (Chapter 3).

"Social Life—going to or giving parties, vacationing, traveling, enjoying seasonal recreation, celebrating holidays, visiting the zoo and circus" [6]

At the early stages of learning, as well as later on, language and culture are inseparable in the carefully planned and well taught program. "In a real act of communication, the situation or setting, the language, and the cultural theories are integrated. When one child meets another in the corridor (the setting) and says (the language), 'Let's have lunch at noon' ('lunch at noon,' being a cultural pattern), neither speaker nor listener stops to think of setting, language, or cultural concept as a separate or distinct entity. The three are intimately blended together without awareness. It is this merging together of language and cultural concept which should be the culminating objective of language teaching." [7]

As language skill increases, cultural and social concepts are learned systematically through the language and do not have to remain secondary to the process of language learning. This systematic presentation may be started as a planned part of the reading program toward the end of the FLES sequence, depending on the progress and ability of the students.

In summing up, it may be said that FLES contributes to and enriches the learning experiences and development of the child in the area of social competence by giving insight into patterns of behavior of another people through language learning and a planned presentation of cultural concepts. It also follows acceptable teaching procedures of the elementary school by recognizing that children learn by doing, and by focusing on meaningful situations and content that are familiar and interesting to children of this age.

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23/24

II. THE ROLE OF FLES IN PROVIDING OPPORTUNITIES FOR INCREASING KNOWLEDGE IN MAN

The work of Benjamin S. Bloom, David R. Krathwohl and others provides a taxonomic system for categorizing objectives. Such taxonomies are also an impelling force to "measure up" the goals and practices of the respective disciplines against an objective standard. The first essay in this group explores the applicability of a taxonomic system to foreign-language instruction, particularly at the elementary school level.

The second essay focuses on "Symbolics" and "Empirics" as two *Modes of Understanding* through which foreign-language instruction operates potently: FLES inescapably provides the setting for contrastive analysis of language and of cultural "facts" beyond the opportunities provided in a monolingual curriculum.

The process of moving children through different *Levels of Knowledge* rather than simply exposing them unselectively to a vast number of facts is the thesis of the third essay. Guidelines for selecting the facts and implementing the process serve to elaborate the argument as applicable in the grades.

R. P.

KINDS OF KNOWLEDGE RELEVANT TO FOREIGN-LANGUAGE INSTRUCTION

The functions of the contemporary elementary school are becoming increasingly complex as it is inundated by waves of new approaches, techniques, content, and curricula. Our concern with the position of a FLES program in an elementary school curriculum leads us to view foreign-language instruction in the light of the objectives of the total instructional program.

Kinds of Knowledge

An examination of the kinds of knowledge [1] (cognitive, affective, and psychomotor) indicates that the objectives of most foreign-language programs lie mainly within the boundaries of the cognitive and affective domains. Cognitive objectives have been defined as those which "emphasize remembering or reproducing something which has presumably been learned, as well as objectives which involve the solving of some intellective task for which the individual has to determine the essential problem and then reorder given material or combine it with ideas, methods, or procedures previously learned." [2] Affective objectives "emphasize a feeling tone, an emotion, or a degree of acceptance or rejection." [3]

Though some of the techniques used in teaching a foreign language in the elementary school involve motor activities on the part of the student, these activities are not aimed at the improvement of his neuromuscular response and, therefore, our objectives do not fall into the psychomotor domain. Our goal in using these techniques is the improvement of the linguistic ability of the learner and is therefore still in the cognitive domain. As will be noted later, however, there is a close relationship between motor activities and language acquisition.

The Cognitive Domain

Most of the testable knowledge, skills, and abilities prized by foreign-language teachers and, therefore, the objectives of their programs fall into the cognitive domain. A student's test scores, his grades, and the determination of his success or failure in the

[1] *The Structure of Knowledge and the Nature of Inquiry,* A report of the 1964 Oregon Program Workshop, State Department of Education, Salem, Oregon, 1965.
[2] David R. Krathwohl *et al., Taxonomy of Educational Objectives, Handbook II: Affective Domain,* New York: David McKay Company, Inc., 1956, p. 6.
[3] Krathwohl, *op cit.,* p. 7.

foreign language are based on an evaluation of cognitive knowledge. This is, of course, true of many other academic areas.

J. B. Carroll lists the following as components of language aptitude.[4] They are all at the cognitive level.

1. The ability to "code" auditory material in some way so that it can be recalled after a period of time.
2. The ability to handle grammar.
3. The ability to memorize, by rote.
4. The ability to "infer linguistic forms, rules and patterns from new linguistic content itself with a minimum of supervision or guidance." [5]

The linguistic objectives of a FLES program have relevance to both of the main divisions of the cognitive domain: knowledge and intellectual abilities and skills.[6] The areas of this domain concerned with remembering and relating are those in which the FLES student functions much of the time as, in his elementary-school years, the foreign-language student is engaged in building a linguistic repertoire. One might also claim that the objectives of a FLES program coincide, in some degree, with those areas of abilities and skills having to do with interpretation, application, and analysis.[7] Application is fundamental to the goals of foreign-language instruction. Interpretation operates to the extent that the student's discriminatory power is sensitized. Analysis, particularly at semantic and structural level, may be an essential complement to rote learning.

The *Taxonomy* dealing with the cognitive domain raises some interesting points for the consideration of the foreign-language teacher.

1. If the levels of the *Taxonomy* (1 Knowledge, 2 Comprehension, 3 Application, 4 Analysis, 5 Synthesis, 6 Evaluation) [8] represent a hierarchy of intellectual behavior ranging from the most simple (knowledge) to the most complex (evaluation), it may be pertinent for the foreign-language teacher to ask not only *what* levels are appropriate to foreign-language instruction, but also in what ways such instruction may be "geared" to operating on the

[4] See footnote 5.

[5] Wallace E. Lambert, "Psychological Approaches to the Study of Language, Part I: On Learning, Thinking and Human Abilities," *Modern Language Journal*, vol. XLVII, February 1963, p. 60.

[6] Krathwohl, *op. cit.*, pp. 186–193.

[7] *Ibid., loc. cit.*

[8] Benjamin Bloom and others. *Taxonomy of Educational Objectives, Handbook I: Cognitive Domain*, New York: David McKay Co., 1956.

higher levels. Evidently, for advanced students operating in composition or literature classes, the course suggests behaviors at the higher cognitive levels. Must we assume that the earlier stages of language instruction limit the student to the various categories under "Knowledge."

2. The *Taxonomy* suggests on one hand that the more complex cognitive behaviors depend in some measure on the simple ones [9] and on the other hand that the more complex ones may be performed with decreasing consciousness to the point of automaticity as a result of repetition and usage.[10] It may be pertinent for the foreign-language teacher, given a constant objective (the automatic use of language), to choose between several ways of reaching his goal.

He may be apt to adopt the extreme position of guiding his students to immediate recall entirely through rote learning ("Knowledge of Specifics," the lowest level in the cognitive hierarchy), or he may encourage a number of intellectual exercises appropriate to foreign-language learning with different degrees of emphasis, thus utilizing the higher cognitive functions (comprehension, translation, extrapolation, application, analysis) to contribute to eventual recall. These higher cognitive processes may, indeed, facilitate memorization and retention. Although performed at a high level of consciousness during the interim between exposure and mastery, they may eventually culminate in automatic control of the language.

The Affective Domain

The perimeter of the affective domain is far more difficult to define than the cognitive in terms of a foreign-language program. In this area we are concerned with a student's feelings toward the subject itself, the desire to listen and respond, and the appreciation of and positive mind set toward a second culture.[11] Though effective knowledge may be easily observable, it is difficult to measure. The accuracy of most rating scales designed to determine student attitude is subject to question. And yet, in spite of the difficulties attending instrumentation, measuring the affect of foreign language instruction is of paramount importance to both motivation and acculturation as central to instruction.

[9] *Ibid.*, pp. 17–19.

[10] *Ibid.*, pp. 17–19.

[11] Wallace E. Lambert, "Psychological Approaches to the Study of Language, Part II: On Second-Language Learning and Bilingualism," *Modern Language Journal*, vol. XLVII, March 1963, p. 114.

The Lambert theory contends that these attitudes are directly related to language learning. "This theory, in brief, holds that an individual successfully acquiring a second language gradually adopts various aspects of behavior which characterize members of another linguistic-cultural group. The learner's ethnocentric tendencies and his attitudes toward the other group are believed to determine his success in learning the new language." [12]

Whorf maintains that an attitude is specific to a language. He suggests "that each language embodies and perpetrates a particular world view. The speakers of a language are partners to an agreement to see and think of the world in a certain way—not the only possible way." [13]

Relationship of Cognitive and Affective Domains

When one attempts to separate a student's attitude toward a subject from the subject matter itself, it becomes apparent that the cognitive and affective domains are not easily isolated. Most FLES programs are committed to the theory that the affective and cognitive levels are inseparable and complementary. The exponents of these programs hold, with justification, that a positive attitude provides the motivation for the acquisition of cognitive knowledge. The learning and skills thus mastered are satisfying and therefore promote the positive attitude. One form of knowledge becomes the effect of the other. This "learning can be fun" philosophy permeates most elementary school courses of study, not just the FLES program.

The relationship between the domains is not, under all circumstances, mutually advantageous. "Thus one set of learning experiences may produce a high level of cognitive achievement at the same time that it produces an actual distaste for the subject. Another set of learning experiences may produce a high level of cognitive achievement as well as great interest and liking for the subject. Still a third set of learning experiences may produce relatively low levels of cognitive achievement but a high degree of interest and liking for the subject." [14]

Some of these undesirable relationships are certainly possible in foreign language instruction. "The work of Staats and Staats

[12] Wallace E. Lambert, "Psychological Approaches to the Study of Language, Part III: On Second-Language Learning and Bilingualism," *Modern Language Journal,* vol. XLVII, March 1963, p. 114.

[13] Sol Saporta (ed.), *Psycholinguistics,* New York: Holt, Rinehart, Winston, Inc., 1961, p. 481.

[14] Krathwohl, *op. cit.,* p. 86.

indicates how favorable (or inadvertently, unfavorable) emotional components of meaning can be assigned to foreign-language vocabularies as they are being learned. The work of Lambert and Jakobovits shows how meanings can be dissipated or 'satiated' when continuous repetition of words takes place, as in vocabulary drill." [15]

The Psychomotor Domain

Studies of the effect of the "total physical response" [16] indicate that, in some instances, foreign-language learning may be related to the psychomotor domain. The objectives in this domain would be those which "emphasize some muscular or motor skill, some manipulation or material and objects, or some act which requires a neuromuscular co-ordination." [17]

In the practical work of Montessori and in the theory of Piaget, one finds "recognition of the sensory-motor period as the base on which subsequent stages of intellectual development are built." [18] This generalization deals mainly with the pre-school child in whom the sensory-motor intelligence is in the process of integration. The experiments with the total physical response, however, dealt with adults as well as children and support Kephart's statement that "all parts of the perceptual process operate together as a totality." [19] The relationship of the utterance describing a physical action with the simultaneous performance of that action seems more significant for the foreign-language student than has been thought. The acting-out of patterns, widely used in FLES classes to reinforce meaning and provide a change of pace, may have as important a role in language acquisition as pattern drills and dialogue memorization. As suggested by the title, "total physical response," some aspect of each of the three domains is involved. James Asher suggests that "acting-out in training seems to have intense motivational power which sustains student interest and effort." [20]

[15] Wallace E. Lambert, "Psychological Approaches to the Study of Language, Part 1: On Learning, Thinking and Human Abilities," *Modern Language Journal*, vol. XLVII, February 1963, p. 53.

[16] James J. Asher, "The Learning Strategy of the Total Physical Response: A Review," *Modern Language Journal*, Vol. L, February 1966.

[17] Krathwohl, *op. cit.*, p. 7.

[18] Riley W. Gardner, "A Psychologist Looks at Montessori," *The Elementary School Journal*, vol. 67, November 1966, p. 74.

[19] Newell C. Kephart, *The Slow Learner in the Classroom*, Columbus: Charles E. Merrill Books, Inc., 1960, p. 62.

[20] Asher, *op. cit.*, p. 84.

Most FLES programs aim to achieve a high level of cognitive achievement, create interest in the study of the language itself, and promote positive attitudes toward the second culture. Though the contribution of such programs to other specific aspects of the elementary-school curriculum has not been fully explored, several studies have indicated that the introduction of a foreign-language course into an elementary school had no adverse effects on general achievement.[21] In some instances there was evidence of greater achievement in some areas of the language arts after the incorporation of the foreign-language program.[22] It is to be hoped that research into the character and quality of the knowledge and skills resulting from FLES programs will be continued in order to promote further mutually advantageous and effective integration with other areas of the total instructional program.

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[21] E. Lopeto, "FLES and Academic Achievement," *French Review,* vol. XXXVI, April 1963, p. 499.

[22] Charles Johnson, J. Flores, and F. Ellison, "The Effect of Foreign-Language Instruction on Basic Learning in Elementary Schools," *Modern Language Journal,* vol. XLVII, January 1963, p. 8.

MODES OF UNDERSTANDING

Martin Joos, writing on "Language and the School Child," outlines the stages in which the native language is learned, "each stage completed while the next is in progress." He states that the "first stage is the learning of the complete pronunciation system, and normally the books are closed on that before schooling begins. The second stage is learning the grammatical system; this begins about one year later than the first stage began, and it is complete—and the books are closed on it!—at about eight years of age. . . . The third stage begins at about the time when the first stage is ending. At that time, probably at about age four or a little later—the exact time is rather hard to determine—the meanings of the words currently known begin to get organized into semantic systems of similarity, contrast, and hierarchy. This process continues uninterruptedly for a good many years . . ."[1] This timetable of language development means that, even in the case of the grammatical system (since the basic structure of language is acquired prior to school age, with the more sophisticated forms alone remaining to be learned), the child has virtually completed the most significant learning task of his lifetime before he enters the elementary school. He has mastered the elaborate use of a primary symbolic system which, more than any other kind of behavior, differentiates man from the lower animals. Furthermore, though he has worked very hard at it, he has not been conscious of the processes and relationships involved in the achievement of this goal. As Lado has stated, "the complex process of communication through language as we know it is made possible by the system of habits which operates largely without our awareness. . . . When a speaker says something to a listener he puts together some cultural sequence of meanings through linguistic meanings and on to the sentences, phrases, words, morphemes, and phonemes . . . and a listener of the same language reacts to it with the same speed and equally without awareness of the process."[2] In addition, the correspondence between thought and speech is very close in man.[3] In practice, one is generally no more conscious of the processes of speech than he is of the processes of thought.

[1] Martin Joos, "Language and the School Child," *Harvard Educational Review*, Vol. XXXIV, No. 2 (Spring, 1964), p. 205.

[2] Robert Lado, *Language Testing* (New York: McGraw-Hill, 1961), pp. 13–14.

[3] Lev Semenovich Vygotsky, *Thought and Language* (Cambridge: M.I.T. Press, 1962), p. 41.

Though the child arrives in the elementary school thus miraculously endowed with the priceless gift of language, he has not become a conscious language learner. Educators know that most of the facts and some of the attitudes which the pupil acquires in school are doomed to be forgotten. What will stay with him and serve him throughout life with greater certainty are the skills he has acquired and the habits and mind-set toward learning and toward the learning process. The student who is still performing successfully in secondary school and university is the student who has learned *how* to learn and how to perform in the role of student. In addition to the specific intrinsic benefits of the learning of a foreign language in the elementary school, FLES study can create in the student a more conscious awareness of the way in which language is learned, an understanding of the varying ways in which it may be used, and some knowledge of the nature of language itself. It is these understandings of the ways in which one acquires learnings and uses them which are most readily transferable to other areas of study. In the case of language study, among the elements to be learned are, according to Lado,[4] "the linguistic form to be produced and heard, to be remembered, and to be established as a habit at the speed of speech for production and recognition in whatever environments it fits and in which it is permitted. There is also the meaning to be grasped, limited, remembered, and established as a habit at normal speaking delivery and/or effective reading speed." In addition, there are the many factual and attitudinal aspects of the accompanying cultural learnings.

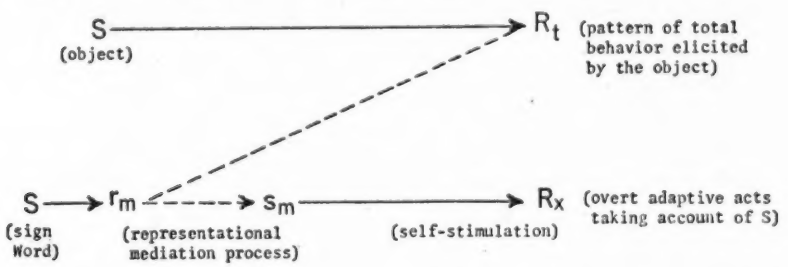
Symbolics—Word and Meaning

Hughes, writing in *The Science of Language*,[5] quotes from Archibald A. Hill's *Introduction to Linguistic Structures* that language is "the primary and most highly elaborated form of human symbolic activity. Its symbols are made up of sounds produced by the vocal apparatus, and they are arranged in classes and patterns which make up a complex and symmetrical structure. The entities of language are symbols, that is, they have meaning, but the connection between symbol and thing is arbitrary and socially controlled. The symbols of language are simultaneously substitute stimuli and substitute responses and can call forth further stimuli and responses, so that discourse becomes independent of an immediate physical stimulus." A non-linguistic or pre-linguistic form

[4] *Ibid.*, p. 18.

[5] John P. Hughes, *The Science of Language* (New York: Random House, 1962), pp. 4–17.

of psychological behavior can be hypothesized as leading directly from a stimulus in the form of a concrete object to a response in the form of a pattern of total behavior elicited by the object. Words as signs, according to Osgood and others,[6] "become conditioned to some distinctive portion of the total object reaction, this portion coming to function in behavior as a representational mediation process (r_m)." This view of verbal behavior can be diagrammatically represented as follows: [7]



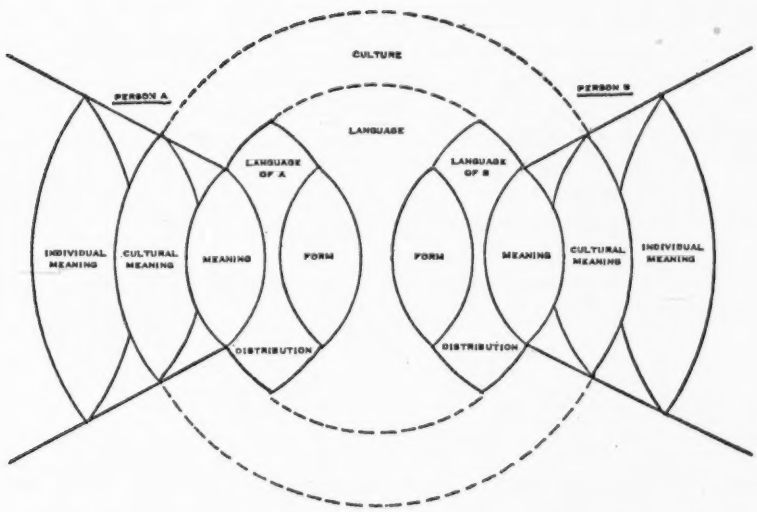
The complexity of this symbolic activity is further compounded by the fact that meanings, for the human being, are not simply referential. They are inevitably colored by the social context existing within a given culture and by the individual connotations of significance and emotion. Even for speakers of the same language, therefore, the precise meaning which exists in the mind of the speaker is at any single point only approximately available for the listener. When two languages are involved, these multiple aspects of meaning are correspondingly increased, and the learner becomes far more consciously aware of the search for meaning and of the richness of its variability. Lado represents this dual-language relation of form to meaning as shown on p. 34.[8]

The factors analyzed above, both in regard to communication between speakers of the same language and in regard to speakers of different languages, are invariably present and must be taken into account either consciously or unconsciously in the give-and-take of dialogue. When a teaching-learning situation is involved, either in the native language or in a foreign language, the definition of meanings is being directly sought and dealt with. Children in the elementary school are constantly being taught the meanings of new words. This is usually done by offering to the child another

[6] C. Osgood, G. Suci, and P. Tannenbaum, *The Measurement of Meaning* (Urbana: University of Illinois Press, 1967), p. 38.

[7] Wilga M. Rivers, *The Psychologist and the Foreign-Language Teacher* (Chicago: The University of Chicago Press, 1964), p. 135.

[8] Lado, *op. cit.*, p. 6.



word or group of words. Since no language will tolerate two words with precisely the same meaning, the second symbol or word we offer to the child, in the hope that it is more familiar to him, is to some extent only an approximation of the first. Hughes presents diagrammatically this process of definition of new words in the following manner: [9]

Fig. 1 Thought and Word

T= a segment of thought

A= a psychological association

W= a segment of language (e.g. a word)

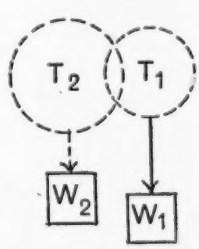


Fig. 2 Word and Meaning

W_2 is given as "the meaning" of W_1, and may serve for practical purposes, though it <u>really</u> symbolized T_2

With the establishment of this approximation of meaning as the definition of a new word, the understanding of the new mean-

[9] Hughes, *op. cit.*

ing is then extended through exploration of the many contexts in which the new word can be used. Through many experiences with many variant forms of language and with many linguistic contexts in which meanings can be used, the child's power to deal with the complexities of both language and thought is increased. Through the opportunity to explore the world of meaning and to exercise this symbolic behavior in a foreign language as well as in his native language, the child becomes a conscious participator in the learning process. His natural curiosity about language and his enjoyment of the manipulation of language may often, with this dual stimulation, establish him early in life as an efficient language learner and user. The facility developed in the child is greater than that required for the accumulation of a number and variety of meanings in encyclopedic fashion. He is also exercising his ability to integrate new learnings with knowledge and experience already accumulated and to utilize these new learnings in fresh situations.

When foreign-language teaching began to be re-established in the elementary schools in the early 1950's, some concern was expressed by educators that other aspects of the elementary curriculum, and in particular the language arts, would be weakened as a result. This attitude failed to take into account the degree to which the child had mastered his own language before he came to school and the way in which a conscious study of another language could support language learning in general. In this connection, the writer had an opportunity to observe the results of the introduction of FLES on the elementary curriculum—results which have been duplicated in many school districts where a soundly planned and systematic FLES program was introduced. At the inception of the program in question, certain groups of children were selected as pilot classes for FLES instruction, while other groups at the same grade levels received no foreign language. In this district, grades three and four comprised the pre-reading level of French instruction, and reading was introduced in Grade V. At the end of Grade V, the achievement scores of both groups of children (those who had received French instruction and those who had not) were examined, both as to total battery median scores and as to median scores in reading and language. In the two years that the opportunity for comparison existed, the children enrolled in FLES classes showed a rise in months of growth in total achievement and in achievement in the language arts above the rate of growth demonstrated where no foreign language instruction took place.

Empirics—Learning to Use Facts and Data

As has been stated earlier in this section of the report, many of the facts taught to children in school will be forgotten. Out of the vast and growing realm of man's knowledge, decision-makers in elementary curriculum have difficulty in selecting what shall be taught. Indeed, at any given point in time, it is often impossible to distinguish between fact and tentative assumption. The responsibility of the school then becomes one of helping children to learn how to gain access to facts and data and how to utilize them wisely.

The FLES program has certain contributions to make toward this objective which are distinctive. These contributions exist in the areas of linguistic understandings and of cultural understandings. In both cases, the study of a foreign language can create understandings which relate to itself and, through providing the vantage point for a comparative point of view, those which relate to the native language and culture.

The linguistic "facts" involved in language study concern the way in which language is organized. The child's mastery of these facts about the way in which his native language is organized is acquired at such an early age and is so well established at the level of unconscious habit that he is not readily aware of the way in which he constantly puts them to use—a condition which is highly appropriate and desirable. The child frequently offers an explanation about the way in which his own language works by saying: "It sounds best that way"; or "That's the way we say it." In either case, his explanation can scarcely be improved upon as a statement of the why or how of the workings of his own language, and no amount of grammatical nomenclature would serve him better. In his study of a foreign language, however, the child is faced with surprises concerning the organization of another language in the linguistic universe which up to that moment had been entirely comprised of his native tongue. When he has been faced with a number of such surprises of the same order occurring in similar linguistic situations, he begins to draw generalizations and inferences which reveal to him, often for the first time in his life, the way in which he can put these facts about the organization of language to work. With a number of such inferences at his command, he can begin to "create" expressions in the new language with greater facility and also to recognize to some extent the way in which he can utilize similar understandings about his native language. The linguistic "facts" he has learned are arbitrary

and known and are unlikely to change in his lifetime. The way in which he has learned to utilize them will have developed a mode of understanding which will serve him in all later language-learning situations.

The cultural facts and data with which FLES is concerned are not nearly so arbitrary and known, but the situation in relation to similar data in the child's own culture is very much the same. To the monocultural child, the details of the social environment which surrounds him are so familiar as to be scarcely visible. When they are called to his attention, he tends to regard them as the self-operating laws of the universe rather than as characteristics unique to his own society and reflecting a national temperament which comprises only one of the many and varied manifestations of human life. The foreign-language teacher, like others who must make decisions about curriculum, has no trustworthy set of criteria for deciding which set of facts about the foreign culture are most valuable and important and should therefore be taught. Instead, he must assume as a primary responsibility and concern the objective of helping the child to recognize and utilize cultural data, in whatever form they may occur.

In the process of providing information and vicarious experiences related to the foreign culture, the teacher is helping the child in a constant process of integration of fresh materials with material which is already familiar and known. Thus, when the child learns that the French queue up with little numbered tabs of paper in their hands in order to enter a bus and later learns that certain public gardens of Paris are laid out in geometrical forms designed by a mathematician, the two sets of facts can be associated with others to reveal something about French national characteristics. The child of the writer, at the age of nine, achieved something of the sort through his own observations on the occasion of his first visit to France. An ordinary lively American boy, with no previous briefing on *la personnalité française*, he sat on the second day of his visit at a very small table on the terrace of a restaurant, observing the manner of the waiter, the array of silver and glassware, and the subdued speech of his neighbors and, holding his elbows well in toward his waist, said, "Everything about the French is so *precise*."

Though there are other modes of understanding which the elementary school curriculum is designed to develop in the child and to which the FLES program can contribute, this portion of the report has touched upon only two of them, as representing im-

portant objectives whose attainment is affected in especially important and distinctive ways by the study of a foreign language.

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LEVELS OF KNOWLEDGE

The leading thrust in education has been toward the scientific, toward examination of what we know and how we learn and teach. In this re-examination, educators have attempted to evaluate the varied influences upon the learner as well as the most critical areas of knowledge. Because of the rapid expansion of technology, it is now impossible for anyone to know everything about any one subject. One must select from a vast array of possibilities those which will be most valuable to the learner and to society as a whole. Education has been concerned, too, with more efficient ways of imparting knowledge. To this end, the results of psychological experimentation are constantly being analyzed for implication in methodology and classroom management.

Underlying the trend toward the introduction of cultural concepts in the elementary school, "recent research on child development has convincingly shown that foundations of social attitudes, prejudices, and interests are laid in the primary years." [1] This same point of view was endorsed by the UNESCO conference held in Ceylon in 1953. Regarding "the study of customs, institutions, way of life, thought and history of the people whose language is being learned, . . . it was generally agreed that information on such points and discussion of such topics should have a place in language teaching from the most elementary to the most advanced stages." [2]

After accepting these areas of cultural understandings as a legitimate part of the elementary-school curriculum, it would seem to follow that a foreign-language program is one of the best ways through which to convey these understandings. Nelson Brooks states that "language is the most typical, the most representative, and the most central element in any culture. Language and culture are not separable; it is better to see the special characteristics of a language as cultural entities and to recognize that language enters into the learning and use of nearly all other cultural elements." [3] The foreign language is taught in the context and the framework of the culture within which it continually develops.

The area outlined above is most comprehensive and a rather formidable task to set for language teachers at the elementary

[1] Albert Valdman, *Trends in Language Teaching*, p. 268.
[2] United Nations, UNESCO, *The Teaching of Modern Languages*, p. 32.
[3] Nelson Brooks, *Language and Language Learning*, p. 85.

level. The method of inquiry proposed, however, offers a reasonable solution. This method is "a study in depth of a few basic ideas to provide the necessary experience in developing insights into the ways in which a particular discipline asks and answers questions. . . . It is conceivable that with an intensive study of the landmark ideas, combined with an articulated emphasis on intellectual operations . . . a much smaller coverage of facts will produce a vastly greater orientation toward the world, a vastly superior intellectual equipment, and vastly improved skill in using ideas to produce other ideas.[4]

The levels of knowledge by which the student should gain access to the accumulated culture and knowledge of man are: facts, basic ideas or themes, and concepts. Facts are "descriptive ideas at a low level of abstraction . . . the raw material for the development of ideas." [5] Because they should produce new ideas and lure the mind onward, "they need to be chosen selectively, to be related to and interpreted in the context of the ideas which they serve." [6] Basic ideas or themes are the "ideas which describe facts of generality, facts that, once understood, will explain many specific phenomena. . . . The basic ideas give control over a wider range of subject matter, organize the relationship between facts and thereby provide the context for insight and understanding." [7] Concepts are "complex systems of highly abstract ideas which can be built only by successive experiences in a variety of contexts." [8]

Proposed are two concepts for development at the elementary level: the essential sameness of man and the diverse influences that countries and cultures have upon our world. They are selected because they represent both the anthropological and the humanistic viewpoints to cultural understanding.

The concepts, themes, and facts proposed are outlined as follows:

CONCEPT: The essential sameness of man
  THEME: The nature of man's common basic needs
    FACTS: Communication and interaction
      Family life
      Recreation and sports
  THEME: The nature of social institutions man has devised to satisfy his basic needs

[4] Hilda Taba, *Curriculum Development—Theory and Practice*, p. 179.
[5] *Ibid.*, p. 175. [6] *Ibid.*, p. 176. [7] *Ibid.*, p. 177.
[8] *Ibid.*, p. 178.

FACTS: Education
National heritage
Government
CONCEPT: The diverse influences that countries and cultures have upon our world
THEME: The contributions of other countries in fine arts
FACTS: Art
Music
Literature
THEME: The contributions of other nations in applied arts
FACTS: Economy and industry
Science
Politics

The fact headings should serve as a guide to many possibilities of further exploration. The development of them would depend upon the particular class and teacher's interests, and the extent of development of any single area would no doubt vary from one group to another. Some suggestions of a few possibilities within these areas that may be appropriate for children in the elementary schools and that offer possibilities of correlation with other subject areas of the elementary school curriculum are indicated below under the fact headings. Recommended is a concentrated study of a few areas rather than trying to "cover" all of them.

Communication and Interaction

Children might like to identify what stories French children know, what myths are known to them, and the origin of some fables common to both our countries as those of La Fontaine. They might like to find out about television programs in France or other French-speaking countries. Certain selections from French literature might be a possibility as poems or scenes from plays or fables.

Family Life

One might explore a French child's everyday life, members of the family, and what pets families have. The children could look up what French homes are like, what sorts of things families do together, and what duties in the home French children might have. French cuisine might interest them, both typical meals and special and holiday dishes. They might compare shopping for food in France and methods of serving meals with our customs.

Recreation and Sports

Since games seem to be such an important part of a child's life, one could find out what games French children play and perhaps which sports originated in France and which sports that are typically American are played in France. The children might like to discuss the auto racing at Le Mans or the bicycle races, especially the Tour de France, that are so popular. They might like to explore the many parks and the variety of activities there, including the popular Guignol theater.

Education

Children might like to find out what subjects are taught in French schools and what a regular school day is like. They might discuss various school customs and dress, perhaps how the grades or classes are set up and how the examination system works.

National Heritage

The holidays that are common to both our cultures might interest children as well as those that are special to both our countries. There are also many national monuments and French heroes of interest. The folklore, history, and national songs of French-speaking countries would be appropriate.

Government

The study of current political leaders in France could serve as a basis for understanding the common heritage we share with France. Children might be interested in finding out about the geographical features and departments of France which could compare to our states. Certain students or groups might enjoy studying about the type of government, political party system, and constitutional set-up in France.

Art

Upper-grade classes might like to study some of the major French artists and their work or even attempt some of the techniques used by various artists. They might investigate French sculpture and architecture or styles and movements in art. A take-off point for this might be the study of artists represented in a local museum or of prints that are available.

Music

Children's folk songs as well as current popular music in French-speaking countries are interesting to children, particularly since

we have been importing so many French songs. Children might also like to learn about some of the major French composers and their music.

Literature

Many of our children's stories are similar to those French children know; some familiar stories come directly from the French. These and the various legends and myths in France and French-speaking countries are possibilities for study. Selected poetry or selections from literature in French might be interesting to advanced students in FLES classes.

Economy and Industry

Students could study several of the major French industries such as perfume or fashion in France and lumbering in Canada. Advanced students might find out what things we buy from and sell to France. They would no doubt be interested in the French monetary system and how to convert dollars to francs and vice versa.

Science

A class could discuss some of the major French scientists and their discoveries. They might compare measurement systems—the metric system and how to convert to inches, feet and yards, kilometers and miles, and the weight system. They might also be interested in some of the engineering feats in France: flying buttresses, the Roman aqueducts in southern France, or places of scientific interest as the alignments at Carnac or the Lescaux caves.

Politics

Some children are already familiar with some of the famous national leaders of France; others might like to explore this area. They might like to compare the party systems in several countries or the relationships of France and the United States from the Revolutionary Period through both world wars. Certain classes who are studying our constitution might be interested in finding out more about France's constitution. They might also examine France's importance in international leadership.

The specific areas of facts selected and the development of the main concepts will not be accomplished entirely within the elementary-school framework, but should serve as a basis for continuing development and sophistication of ideas. The study should

form an attitude of acceptance toward differences in ways of living and the awareness of the factors which cause these differences. It should also aid the student in appreciating the cultural heritage of another people. The in-depth study of the culture related to the foreign language being studied should produce possibilities of an ever-widening understanding of the culture and knowledge of all mankind.

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III. THE ROLE OF FLES IN DEVELOPING ABILITY TO REASON AND MOTIVATION FOR SELF-INSTRUCTION

The first essay dealing with *Levels of Learning* stresses the fact that a number of intellectual activities appropriate to a sound FLES program contribute in a unique way to the development of the child in the context of the total curriculum. Improving auditory memory, the internalization of "meaning" through analysis of cultural overlay, the significance of activities in which the student identifies with another culture, the transferability of learning habits developed in the FLES class to the area of Language Arts in particular indicate consonance between foreign-language teaching and the role of the elementary school.

Learning through inquiry is currently in the limelight of educational thinking. It is a process often thought incompatible with the "rote" activities inherent in foreign-language learning. The second essay in this section suggests that FLES teachers respond to the challenge of converting to an inquiry-oriented program as a stimulus to increased motivation and to understanding of the subject in greater depth.

R. P.

LEVELS OF LEARNING

In the elementary schools of this country, the Gestalt concept is gaining in importance as a basis for curriculum planning and revision. In very brief terms, the "gestalt" is a form which is present in a whole, and which is lost when the parts are examined in detail without reference to their relationship to the whole. Rearranged, the parts make up a different whole which has a different form or "gestalt." As this concept is applied to thinking and learning, the student must go beyond the parts learned by repetition and drill in a particular subject matter to an understanding of the relationships of this area of learning to the total curricular environment.

In close relationship to the Gestalt theory is the "field" theory, developed pre-eminently by Kurt Lewin. This theory conceives of the individual as being in a "field" or "life-space" which consists of him and his entire life environment. Thus, the behavior of the individual in any learning situation is determined by a dynamic interdependence of events. The learning experience of each student is therefore a unique and individual one. It would be unwise to assume, therefore, that general laws of learning do exist and are applicable to all situations.

Nevertheless, it is the purpose of this section of the report to discuss four levels of learning that we do recognize as existing in the elementary-school environment. In particular, this section will take up the ways in which the study of foreign language strengthens these levels of learning in the contemporary elementary school. On the basis of the above theories governing the thinking of today's educators, these levels of learning are operating in a "field" within which these "levels" are being constantly developed in a dynamically interrelated manner that precludes any hierarchy of levels or of specific content areas. The four levels referred to are *memory, meaning, significance,* and *action.*

A. Memory

An important part of language learning involves the exercise of that portion of the intellect referred to as the "memory." A mastery of acceptable speech patterns and the knowledge and habits of acceptable oral usage in a foreign language call upon the exercising of the same faculties of the mind, i.e., the memory level, as are used in developing the skills of one's own native tongue. Research studies have shown that it is the exercising of the faculty

that is of primary importance, rather than the actual content. While these findings remain somewhat inconclusive, it is nevertheless generally accepted that the teaching of a foreign language does complement the teaching of language arts in a very positive sense.

Few areas of the curriculum other than foreign languages consistently and systematically program the student to increase his ability to listen and understand. This may be particularly observed in the one skill area of the development of the auditory memory to which the following discussion is limited.

A beginning foreign-language student is immediately oriented to the idea that listening is of major importance as a channel of communication. The student, already at the very beginning, is presented with a situation in the foreign language, either by his teacher's dramatization, or by a tape, a sound film, or a filmstrip-and-tape combination. During his initial experience, he will be learning to listen carefully to distinguish sounds, phrases, thoughts, and situations. He is questioned to determine the extent of his comprehension based on the knowledge of previously learned material. Simple interrogatives are used, such as *qui, que,* or *où* (who, what, where). This step not only gives the student a feeling of success, but also lets the teacher know where the student is in terms of understanding the total situation. New vocabulary and structures taken from the situation are taught and drilled.

A second presentation of the situation is then made and the same questions, in addition to more difficult ones, are asked. This time the student has been cued and alerted to listen with a more specific purpose. The listening activity now becomes directed toward a *directed dialogue* situation, in which the student first must listen carefully to the directions given by the teacher, and then must direct a question to another student, and listen carefully to his response. On the other hand, the answering student must listen carefully to his classmate's question and be prepared to respond efficiently.

A further step is now taken whereby the teacher gives a *directed situation* that goes beyond a single direction with only a question-answer activity, to a description of an actual situation which will call upon the students involved to listen critically and to respond in a creative and imaginative manner within the realm of their language experience.

There is a need for this kind of direct program for the teaching of listening in the elementary school. Only through such direct teaching methods as are provided in a foreign-language program will listening abilities be strengthened. The example described

above dealt specifically with the development of the auditory memory, but many additional examples could be cited within the scope of FLES programs which would also illustrate clearly how a formal step-by-step process is used to strengthen and expand the memory level of learning.

B. Meaning

A second level of learning which is strengthened and expanded through foreign-language learning, and which beautifully complements the social-studies curriculum, is in the area of *meaning*. In most instances, social scientists and linguists will agree that every language is a model of a culture and of its adjustment to the world. On the whole, there is general agreement amongst social-studies educators concerning the objectives of the elementary social-studies program. Many statements of objectives emphasize three directional goals. J. C. McLendon in *Teaching the Social Studies* has set forth a fairly representative list of these goals:

1. Understanding of the main features of the social environment; of ways in which people cope with their environment and provide for their basic needs; of social control through government and other groups; of fundamental relationships among individuals, groups, and society; of basic characteristics and factors in the growth of civilization.
2. Skills in gathering, organizing, correctly analyzing, communicating, and otherwise utilizing the information regarding human relationships available in oral, printed, or visual form.
3. Attitudes such as respect for individuals, beliefs that democratic processes provide rational solutions for social problems, willingness to assume civic responsibilities and work for the general welfare, and belief in self-government and upholding the law.

(cited in *Teaching and Learning in the Elementary School*, p. 233.)

All three of these goals have a direct and very important relationship to a beginning foreign-language learner. The culture into which a student is born is very limited, and his verbal habits are controlled by that environment. His perception of other worlds can be no more than a reflection of his own cultural attitudes and experiences. Achieving understanding and insight into the actions of other societies is extremely difficult. More often than not, this transfer results in serious and dangerous distortions of the other-culture reality. This is where the study of a foreign language can offer a most valuable contribution. Whereas an elementary social-

studies program can give a broad sketch of many cultures, learning the language of a people of a different culture provides a more in-depth study and a more profound understanding of a particular people and their patterns of behavior. The foreign-language teacher is able to relate the language to the culture in a way that no teacher in another area of the elementary curriculum can hope to do, thereby bringing the child closer to an authentic experience with a different social group.

The following examples may help to illustrate how much more meaningful words and expressions become when they are presented in their natural environs and are studied from the language point of view.

During a social-studies lesson, a young boy may begin his study of France and its people. In the course of his reading, he may realize that French boys wear shorts (*les shorts*). His own experience limits his concept of that word and its different meaning for French people. He does not think of short shorts, nor does he understand that they are highly respectable for even teen-age boys to wear to school, on hikes, and elsewhere. These very short shorts are an acceptable and normal mode of apparel for French boys, whereas an American boy would be embarrassed and feel silly if he wore these in our cultural environment.

A further example may be seen in the English word, "friend," and its uses in the American culture, in comparison with the French equivalent, "*ami*," and its uses in French culture. Where an American child might use the word "friend" to cover a wide spectrum of his relationships with others, from the boy he plays with every day to the girl who happens to say hello to him in a particular class, the French child will be much more discriminating in his use of the word "*ami*." And it is from situations such as these that the foreign-language learner begins to appreciate the cultural "overlay" around the language he is studying; it is here that he learns as well the unique quality of each language and its culture.

Perhaps one of the most striking examples of the interrelationship between culture and language is to be found in the distinction in French between the familiar *tu* and the formal *vous*. The American child who can be helped to appreciate the social context in which relationships between people are thus divided (into, so to speak, *tu*-relationships and *vous*-relationships) has indeed learned a great deal both about cultural differences, and about human relationships in themselves.

It is in this way that elementary-school children can be helped

to a truer understanding of the fundamental relationships among the people of France, or for that matter, in any area of the world. And it is the study of the foreign language that leads to this more definitive knowledge of the "real" meaning of the words, expressions, and ideas of other people in the world.

Language study in the elementary school opens so many wonderful doorways to children who would otherwise believe that "as the United States go, so goes the rest of the world." Similarities exist, but differences must be understood. And whereas a social-studies program can demonstrate "exterior" likes and unlikes, it is the study of a foreign language that can best demonstrate the "interior" nature of these likes and unlikes.

C. Significance

The significance of learning depends in great measure upon the total environment and its effect upon the physical, mental, and emotional condition of the child. In the case of formal instruction in the classroom, if the dynamic interdependence of events in class inspires positive attitudes toward the material presented, it is reasonably certain that significant learning will take place with the majority of the students. If there are also strong "likenesses" to the "life-space" of the child, still more effective learning will be realized. On the other hand, if the classroom is too hot, or the student is not feeling well, or an outside source of considerable anxiety is weighing on him, or the subject under study is totally irrelevant or meaningless to him in terms of his own life experience, then very little significant learning can be expected to occur.

Given this knowledge of requisite conditions of significant learning, how can these conditions be conscientiously and consistently applied to the teaching of a foreign language in the elementary school? First, it is important that the people speaking the foreign language be presented to the learning child in an atmosphere that is basically congruent to his own life experiences. Thus, a family or play situation would be far more assimilable for the elementary-school child than a literary discussion in a university setting (which, on the other hand, would be most appropriate to the high-school or college-level of foreign-language teaching). Second, the speakers of the foreign language, whether presented in books, films, or filmstrips, should be attractive and appealing personalities, with whom the child can readily identify. In this case, the amount of significant learning that takes place will be enhanced not only by the psychological process of identification with the native speakers, but also by the positive attitudes created in the child by

the attractiveness and interest of the native speakers he hears and sees.

It may be noted here that the sound film is an excellent tool with which the above objectives may be effectively and excitingly realized. In film, all pre-conditions to significant foreign-language learning can be vividly and realistically incorporated into an organized and valid foreign-language program. The child is virtually transported by the movie camera into the foreign-language culture, and can take an active part in the activities and discussions he sees and hears enacted before him, by attractive and interesting speakers of the foreign language he is learning. The liveliness, dramatic appeal, and variety of action that can thus be achieved in a series of color films in a foreign language cannot easily be matched by any other medium of instruction.

Whatever the medium of instruction used, it remains true that, to the extent that a FLES program achieves the necessary levels of significant classroom learning, to this extent also will the broader objectives of foreign-language teaching be realized, i.e., the development in the child of positive attitudes towards cultures different from his own, the creation of a more natural and realistic picture of different peoples of the world, and the fostering of attitudes conducive to a better understanding of human relationships, both between individuals and between nations. Here too it is evident that significant learning of a foreign language will invariably carry over into significant achievement of many of the objectives of the social-studies portion of the elementary school curriculum.

D. Action

The fourth level of learning deals with the application and transfer of learning. Curricular experiences that will promote a transfer of learning are an important facet of curricular planning. It should be understood that transfer principles in learning are not automatic by-products of all learning effort. Elementary foreign-language teachers should therefore be made aware of the appropriate learning and teaching procedures that are presently accepted by educational psychologists, and should make a concerted effort to incorporate these principles into their foreign-language teaching.

A FLES teacher, either classroom or specialist, must have a fairly comprehensive understanding of the elementary school's general goals and objectives. With this understanding firmly established, his approach to teaching must then be directed toward

helping students to arrive at significant generalizations and to recognize interrelationships among ideas and techniques. Once a student has arrived at a significant generalization, many different applications of this principle must be supplied within the foreign-language curriculum. There must be room for near-complete mastery of concepts and skills. The complete awareness of the student of this generalization is crucial to effective transfer of learning.

An illustration of transfer may be seen in techniques used in vocabulary building in both the oral and written situations. For example, a new vocabulary item is presented in a FLES class: *une classe*. In accordance with the new approach to language learning, the vocabulary item will be introduced not in isolation, but rather in a contextual situation that contains almost exclusively material that has been learned previously.

Example: Bonjour, Pierre.
Bonjour, Marie.
Ça va?
Oui, ça va.
As-tu *une classe* maintenant?
Oui, j'ai *une classe de musique*. Au revoir.
D'accord. Au revoir.

All vocabulary items in this situation, with the exception of the italicized words, would be known to the student. The student is then given a simple analogy, if a known analogy exists. In the above example, "As-tu *une classe* maintenant?" is the sentence used for the initial entry of the vocabulary item *une classe*. The item is then used in a second way that would elaborate upon the meaning, for example, "J'ai *une classe de musique*." Having gained meaning from context, the student is provided with a series of oral situations, in which he uses the item in varying contexts to expand meaning and use. Expressions to be used in these situations might be as follows:

Example: Nous avons une classe.
J'ai une classe à trois heures.
Il a une classe de gymnastique aussi.
Avez-vous une classe avec Madame Boileau?

A final step would require the student to adapt and use the item in a personalized, original situation.

This general principle of learning new vocabulary items can be utilized by the student in other areas such as language arts and

social studies. However, the student must be made aware of what he is doing, why he is doing it, and how he can use it effectively in building his vocabulary in other learning situations. He must understand the effectiveness of context as a clue to the identification of unfamiliar words. He must further understand the need to have these unfamiliar words in a variety of contexts to reinforce his initial learning. And finally, he must be directed, either by self-direction or teacher direction, to activate the new item within the scope of his own life experiences.

One further illustration of transfer of learning may be seen in the beginning writing experience of FLES students. Learning the phonetic system of another language system makes one more aware of the phonetic system of his own language system.

If it stands to reason that the sound *ON* in French is represented by *"on,"* and that therefore *BON* would be written *"bon,"* then within the same language, it is a simple transition to *ton, son, mon,* etc. This same principle may be easily applied to English spelling, once the correct phonetic tools have been given to the student. If "IN" is written "in," then it is a simple matter, also, to write "pin," "fin," "bin," etc. Extending this somewhat, we get to the pairs of *bon* and *mon,* and *bain* and *main;* and in English, *pin* and *fin,* and *pan* and *fan.* Once more, it is a matter of awareness on the part of the student of a definite phonetic system for each and every language, within which identical principles of spelling are applied to that particular phonetic system.

In summary, it may be stated that elementary foreign-language programs can contribute significantly to the four levels of learning (memory, meaning, significance, and action) operating in the total learning process of students in the elementary schools. Therefore, foreign-language study merits consideration as an integral part of the curriculum of the contemporary elementary school.

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INQUIRY: A FUNDAMENTAL LEARNING PROCESS

Suchman states that inquiry is a fundamental learning process under the autonomous control of the learner, a process which promotes conceptual growth. He further states that the most significant outcome of inquiry training is that growth of autonomy of the learner seems important for both motivation and conceptual growth. Again we must refer to Suchman for a definition of inquiry. In an article entitled "The Child and the Inquiry Process" he states:

> Man's ability to understand and control his environment depends on how well he has conceptualized it—how closely his conceptual systems correspond to reality. When one person tries to shape the concepts of another by talking to him or showing him something or giving him something to read, we call it teaching. When a person tries to promote these conceptual changes for himself by gathering and processing information, the activity becomes *inquiry*.[1]

This process of inquiry leading to conceptual growth can be found in a FLES program that has as one of its principal objectives the teaching of concepts. The teaching of concepts should begin very early in a FLES program. A child will come to develop concepts if he is led very carefully into certain structural changes. Without being told, he will see for himself that, for stating certain ideas, different forms are used such as in a person-number association. If the child has been led systematically to this conclusion, he is developing conceptual growth.

If man could not inquire, he could not gather and process data. Instead, data would have to be fed to him and he would have to be told at every turn what to do and what conclusions he should draw. Under these conditions, he would be totally dependent as a learner and thinker. To inquire is definitely necessary for independence and autonomy of learning. Thus, long before a child goes to school, he is gathering data from his environment. As he grows older, the child learns to become more systematic in his searching and in his collection and processing of data. Inquiry should be taught of in terms of two basic processes. The first of these consists of taking in and incorporating what we perceive in terms of what we know and understand. A child sees an object that has a wooden handle and a long metal blade attached to it. To him this

[1] ASCD Yearbook, *Intellectual Development, Another Look*, Washington, D. C., NEA 1965, p. 59.

looks like a knife. The child has assimilated his perception of the object in terms of a well established conceptual system related to knives. As long as there are appropriate conceptual categories and models, there is no conflict and assimilation occurs. However, if something changes and the child no longer is dealing with a familiar situation, he is now facing a dilemma which he cannot assimilate. If there is no one to explain this situation to him, he will have to do this for himself by experimenting and gathering data. This process of reshaping and reorganizing conceptual structures until they fit and account for perceived events is known as accommodation. Through the dual processes of assimilation and accommodation, a person is able to build theories, test them, incorporate them within a broader conceptual system, and use them in finding greater meaning and unity in experience.

Conceptual Reorganization and Data Gathering

It is possible for a teacher to engineer conceptual reorganization in a child and to bring about the child's accommodation to discrepant events by programming a series of experiences, by drawing on past experiences, and by focusing attention through verbal instruction and exposition on selected aspects of his environment. But to be effective in this, the teacher must be well acquainted with the existing conceptual structure of the learner and keep a constant check on the conceptual modifications that are taking place. This is a difficult task, difficult enough in a one-to-one relationship, but more so as the numbers increase. However, when the mode of learning is inquiry, the process of data gathering, analysis, and experimentation is under the control of the learner. He will gather data in whatever sequence is most meaningful to him. There are various developmental changes in inquiry from a very early age to adulthood. At a very early age this process is known as a sensorimotor learning. This is the seemingly disorganized interaction with the environment through which the child builds a repertoire of intuitive schemata representing the properties of his environment. At this stage the child is trying to manipulate and control his environment. During the pre-school years, data gathering takes on a somewhat more organized form. This stage is called "preoperational." Once the child gets into the stage of operational thinking, his inquiry takes on more of the characteristics of research. As the child approaches adolescence, he becomes capable of going beyond concrete operations to the point where he can manipulate ideas and propositions and tests hypotheses through formal logical operations.

Deutero-Learning

Throughout these changes in the form of inquiry, its motivational basis is subject to very little change. At all levels of inquiry, meaning is pursued, that is, new experience is related to old conceptual structures. Discovery plays a major role in these developmental stages, as Bruner has stated: ". . . that the act of discovery had a number of highly desirable consequences, not the least of which was a high level of motivation." As long as a child believes that a new discovery can result from inquiry, he will inquire without any outside pressure to do so. But, in addition to discovery, inquiry is a highly satisfying and stimulating activity. Alpert, in 1960, in a speech entitled, "The Shaping of Motives in Education" addressed himself to the problem of motivation curiosity in schools. He suggested that we do this by utilizing the child's dependency on the teacher for social support. According to his plan, the teacher acts toward the child as though the child were a curious person. The purpose is to shape the child's self-concept so that he comes to see himself as curious and then begins to take on curious behavior to correspond with this new self-image.

There is a wide range of cognitive skills involved in the inquiry process, such as the gathering, organizing, and processing of data, trying out of conceptual models, the restructuring of these models to accommodate to new data. The one most dependable characteristic of inquiry is that there is no one fixed method of operation. The element of creativity also plays an important role in the inquiry process. No matter what he does in the inquiry process, the child must act creatively. E. P. Torrance, in his book, *Guiding Creative Talent,* Prentice-Hall, 1962, lists the following conditions as necessary for healthy functioning of the preconscious mental processes which produce creativity:

1. The absence of serious threat to the self, the willingness to risk.
2. Self-awareness—in touch with one's feelings.
3. Self-differentiation—sees self as being different from others.
4. Both openness to the ideas of others and confidence in one's own perception of reality or in one's own ideas.
5. Mutuality in interpersonal relations—balance between excessive quest for social relations and pathological rejection of them.

These conditions seem to center about the ego and suggest that creativity increases as the ego is freed from inhibition and external

domination, yet stays open to the intake of ideas from the outside.[2]

As can be seen from all of this, much is to be done in way of development in curriculum and the implication of such processes on the curriculum of any area. One of the first implications would be the development and strengthening of the inquiry process. A second one would be the self-image that would develop in the children as a result of greater autonomy in learning. A third consequence would be the development of a greater depth of understanding of principles and concepts within the disciplines of study relevant to the problems posed for inquiry. Finally, the inquiry-centered curriculum would break away from the rhetoric of conclusions which now dominates so much of the curriculum and would put the process and products of inquiry back into their proper relationship.[3]

Conclusion

Much of the discussion that has taken place above has shown how important a role the inquiry process plays in FLES learning. It is appropriate to state that, for the present and future, if FLES is to take and maintain its place in the total elementary curriculum, it must delve more deeply into the learning processes when writing materials. Those who are charged with the organization of programs in FLES must take into account the different stages of a child's development. In the area of cognitive domain, there is certain basic knowledge to be acquired. However, there remains much more to be done in the area of the affective domain. The child must be led into the thought processes that involve problem-solving, he must be led to discover for himself certain concepts involved in language learning. The era of simply parroting dialogues, drills is over. A child in FLES must be put on his own in the second language as soon as it is feasible.

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[2] Suchman, R., *Intellectual Development, Another Look,* ASCD Yearbook, Washington, D. C., NEA 1964, "The Child and the Inquiry Process."

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IV. THE ROLE OF FLES IN DEVELOPING SOCIAL VALUES AND AESTHETIC DISCRIMINATION

The impact of exposure to a second language and culture described in other parts of the report is interpreted as a potent influence on the value system of both students and teachers engaged in FLES programs.

R. P.

FLES, SOCIAL VALUES AND AESTHETIC DISCRIMINATION

In our present continuum of violent social, moral and ethical upheaval, it is more than ever a direct responsibility of the contemporary elementary school to be a constant force towards the modification of the child's acquired value system. It is through his personal convictions and beliefs that the child will make the value judgements that will determine his aesthetic discrimination, his sense of civic and social responsibility, and his respect for intellectual achievement. In short, during his all-important formative years, the school, more than any other social institution, is responsible for preparing him to play his destined role in our world civilization.

The most recent studies imply, and leading psychologists tend to agree, that today's child brings to school a two-value orientation that "so affects his perceptions and later learning that he . . . accepts beliefs which tend to support his existing convictions." [1] If we accept this premise that the child enters the elementary school with a complete set of values learned at home, then we, as educators, must also accept the responsibility of attempting to redesign these values in such a way as to promote a rational tolerance, understanding, and compatibility with those people with whom he will have personal contact in his daily existence. If educators fully realize the inevitability of progress, then they must realize as well that it is the schools which must effect a radical transmutation of attitudinal perceptions if today's child is to exist in any degree of compatibility with his neighbor in tomorrow's world. This problem was voiced as early as 1958 by Berkson in his statement that:

> There is danger in this era of transition, as Democracy tends to move forward, that the imponderable insights which endow it with spirit will be dissipated and the structure of values on which it rests will be weakened.[2]

The problem was reiterated as recently as 1963 by Ragan, who states that:

[1] T. M. Weiss, *et al., Psychological Foundations of Education* (Dubuque, Iowa: Brown Co., 1963), p. 460.

[2] I. B. Berkson, *The Ideal and the Community* (New York: Harper & Bros., 1958), pp. 209–210.

> Educators and laymen alike recognize that preserving democratic values in an increasingly interdependent world depends to a large degree upon removing language barriers.[3]

The solution to this problem lies not in attempting to change the child's value system—which would be highly improbable—but to effect a modification of his attitudes, prejudices, and perceptions which will, in turn, bring about a re-evaluation of his preconceived convictions and have a direct effect on his future behavior. In their book, Weis and others suggest that:

> Perhaps the most basic approach to the alteration of attitudes and prejudices would involve the creation of a climate engendering social and emotional security, in which values might be viewed in a relative framework.[4]

By placing a child in a FLES program that is structured according to currently acceptable guidelines and one that employs well-trained and knowledgeable teachers who utilize authentic culturally-oriented materials, we can create this neutral milieu. This climate or milieu can be considered an extention of Nelson Brooks's concept of a "cultural island." From this secure position, it will be possible for the child to examine, analyze and even question these values of the foreign culture which either parallel or diametrically oppose those elements of his own value system which we are attempting, by analogy, to modify.

Concurrent with the broadening of the child's acceptance and understanding of another culture's value system, a successful FLES program will open the door to awareness that aesthetic concepts may vary according to geographical and social situations, so that what is aesthetically pleasing to a member of another culture can be, when perceived in the light of its proper environment, equally pleasing to him.

Once the child has been placed in the proper climate, or milieu, he must be motivated to a willingness to accept and to express differences.

> There must be a willingness to see and accept points of view different from one's own and to practice this orientation in a face-to-face relationship. This practice, once instituted, involves an emotional as well as intellectual achievement.[5]

[3] W. B. Ragan, *Modern Elementary Curriculum* (New York: Holt, Rinehart and Winston, Inc., 1963), p. 230.

[4] Weis, *et al., op. cit.*, p. 461.

[5] F. J. Roethlisberger, "Barriers to Communication Between Men," in *The Use and Misuse of Language,* ed. S. I. Hayakawa (New York: Fawcett World Library, 1965), p. 41.

Needless to say, this should be one of the prime objectives of any FLES program. As the child is led to the realization that each culture has developed its own configuration of ideas and symbolic behavior and as he experiences an aesthetic awareness, he becomes increasingly able to function within the accepted conventions of that cultural sphere.[6]

Although much has been written concerning how to give a child a system of values and aesthetic discrimination, it is our contention that one cannot "give" values or discrimination, just as one cannot "teach" knowledge. At best, one can only provide the child with those experiences that may lead him toward an independent choice of what is valuable or aesthetically pleasing to him.

> There can be no arbitrary standards that apply everywhere to one's response to an aesthetic expression. It is in large measure a function of one's own cultural experience.[7]

At the same time the FLES program is broadening the child's acceptance of other cultures and expanding and enriching the understanding of his own, it is preparing him for self-realization and intelligent living in a changing world society; for with the day-by-day shrinking of the world throwing its peoples into continuous contact, it is the inevitable responsibility of the schools, through such as the FLES program, to acquaint today's youth with the necessity for social rapport among cultures.

With the premise that today's youth will be tomorrow's mediators in questions of world importance, the elementary level is not too soon to begin their preparation for their possible role in the future dialogue between nations. And this dialogue must exist if there is to be peaceful and harmonious relations among diverse cultures which are being drawn closer and closer together.

A new era surrounds the elementary child in which the problems of daily living rebound from one culture to all the others, so that an integration problem in Louisiana is discussed in the cafés of the northernmost province of France, and creates an involvement that was never before possible in the history of the world.

Another facet of this social awareness is the awakening to civic responsibility throughout the world. Today, one may dare to disagree with the status quo and institute action that will lead to social reforms affecting an entire nation.

Traditionalists in foreign-language teaching have criticized audio-lingual innovations on the grounds that they do not provide

[6] Ina Corinne Brown, *Understanding Other Cultures* (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1963), p. 63.

[7] *Ibid.*, p. 64.

for the appreciation of intellectual achievements and other elements classified under the heading of Culture. This reasoning is entirely fallacious, for it is our contention that, once the child has experienced a well-articulated sequence of FLES, he has begun the process of thinking, feeling and seeing through the eyes of the other culture, thus becoming more receptive to art, music, literature, i.e., the intellectual achievements of the other culture. Under these conditions, it will not be necessary to feed him culture capsules as separate entities, since he will be absorbing culture in the aesthetic sense at the same time that he is actively participating in the genuine cultural experiences.

This differentiation between these two concepts of culture is the key to exploding the stereotyped myths which, until the inception of the National Defense Education Act in 1958, were being unconsciously perpetrated in the classroom by many foreign-language teachers, many of whom had never had the opportunity for genuine cultural experiences.

With the impetus provided by this Act, as well as the Fulbright scholarships and other similar programs which sponsor study abroad, FLES teachers, especially those who have been recruited from other subject-matter areas, have been able to immerse themselves in the foreign culture in its natural environment. From this vantage point, they have modified their own value judgments to the extent that they have gained an awareness of the stereotype presentation of the foreign cultures they have taught through their own misconceived ideas of just what the foreign culture is. Realizing their previous limitations, many of these educators have returned to their classrooms determined to re-evaluate not only their teaching procedures, but also the methods and programs of study upon which they had previously been so dependent. These FLES teachers are now endeavoring to understand and overcome their own cultural biases and boundaries so that their own aesthetic perceptions do not intrude and overshadow their presentation and the choice of experiences which they must provide for the child. These teachers feel a renewed obligation to a commitment to that program of study which will provide the greatest range of meaningful and multivariant experiences for their students.

Are we placing too much faith in analogy? If we concur with Nelson Brooks in his statement that "It appears that the claim for transfer of learning, found invalid in many long-cherished items of the curriculum, can in fact be made for analogy," [8] then it seems

[8] Nelson Brooks, *Language and Language Learning* (New York: Harcourt, Brace and World, Inc., 1960), p. 200.

reasonable that a transformation of attitudes and perceptions affecting behavioral patterns, a deeper insight into aesthetic discrimination, a heightened awareness of social and civic responsibilities and finally, a deeper appreciation for intellectual achievement—all these can and will be effected concurrently in the child. Yet progress toward the realization of the goals can only be initiated provided that the FLES teacher has been adequately trained and consciously strives to present unbiased, culturally oriented experiences and utilizes only those materials which provide "a living environment of authentic and current cultures." [9]

A major concern of such noted educators as Theodore Brameld has been the fact that values are the most important, yet the least emphasized means of preserving ideals in our changing world. Of the several goals of the elementary-school curriculum which we have discussed, values, and how to modify the existing value system, are the basis for achieving all other related goals. Through analogy, with qualified teachers and a culturally oriented program of study, a unified FLES program can serve as a firm foundation for the continuing development of this achievement. Therefore, FLES today can no longer be treated as a non-contributing frill or superficial status symbol, but must seriously be considered as one of the primary components of the contemporary school curriculum. When this truth has been fully realized, then, in the words of Brameld:

> We shall have begun to recreate the kind of learning dedicated to the most crucial of all responsibilities in public education, that of developing citizens thoroughly aware of the deepest problems of national and world culture . . .[10]

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[9] *The Chilton Foreign Language Handbook* (Philadelphia: Chilton Books, 1964), p. II-4.

[10] Theodore Brameld, "Values: Education's Most Neglected Problem," in *Education as Power* (New York: Holt, Rinehart and Winston, Inc., 1965), p. 94.

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V. FLES AND THE CURRENT CURRICULUM
OVERVIEW AND ORGANIZATION

FLES teachers may wish to use the overview of curricular considerations outlined in the first essay as a measure of their own goals and practices. Does the FLES class provide experiences appropriate to individual differences? What opportunity is provided for the development of human relations? To what extent is the FLES sequence subject-centered, child-centered and/or problem-solving-oriented?

The possibility of fitting the FLES Program into such organizational patterns as team teaching, graded or non-graded classrooms and others is explored in the second essay as it focuses on the implementation dimension of curriculum articulation.

R. P.

AN OVERVIEW OF CURRICULAR CONSIDERATIONS

> So much in education seems self-evident. Teachers teach and children learn. Teachers test to determine if what they taught has been learned. Nothing seems more logical, but memorizing is not learning nor is telling teaching. The ability of the student to report back what a teacher has said does not in any way guarantee a fundamental understanding of the material. Much that is learned in class is not useful outside of class and sometimes inhibits more meaningful learning. Much has been said by educators of the value of foreign languages. Familiarity with another tongue enables students to understand the cultural relationships better and gives them some ability to read, write, and speak that language. If foreign languages are taught with these goals in mind, then psychologists would agree that foreign languages appear to have as goals simple mastery of the vocabulary, grammar, and pronunciation—with little or no attempt being made to put these learnings into operation.[1]
>
> Instruction consists of leading the learner through a sequence of statements and restatements of a problem or body of knowledge that increase the learner's ability to grasp, transform, and transfer what he is learning.[2]

The above statements will help clarify to a certain extent the place of FLES in the contemporary elementary school. For quite some time, proponents of FLES have been concerned with placing such a program into the elementary schools. Some have made the mistake of doing just that and nothing more. As curriculum changes are effected at the elementary level, it becomes more evident that instruction involves more than teaching content. The world of the elementary school, the world of the child at this point in his education becomes a world of complexities in which all theories of learning must be put to practice. It becomes more evident that the personnel concerned with the teaching of the young must gain more knowledge and more understanding of the child in this age group. A FLES program must be integrated in the total curriculum of the elementary school with the knowledge of what is implied. Specialists in FLES must not only be trained in procedures and techniques of teaching foreign languages to the young but must also be well-versed in the psychology of learning

[1] Weiss, Thomas M., and others, *Psychological Foundation of Education*, Dubuque, W. C. Brown, 1963. Page 21.

[2] Bruner, Jerome, *Theory of Instruction*, The Belknap Press, Harvard University Press, Cambridge, Mass., 1966. Page 49.

and the kinds of processes that are involved in all learning. It might be well to reflect upon the philosophy expressed by Rhoda Metraux in a paper prepared for the ASCD (Association for Supervision and Curriculum Development) entitled "Anthropology and Learning." In this paper she states that it is one of our fundamental beliefs that all education should be open to all those who can profit from it and, correlatively, that the available forms of education should be sufficiently diversified to include every kind of learner. One of our central images of an educational institution is that of a house with many doors, each of which opens on a road leading to a far—and perhaps new—horizon.[3]

The Different Curricula in the Elementary Schools

Behind all of the theories and philosophies of elementary education is the devising of the "right" curriculum to fit the educational patterns that a child must learn or be exposed to for later life. Too often, writers of curriculum in FLES do not take into consideration the child as an individual person. Specialists sometimes forget also the learning activities involved in the total education of a child. Curriculum planners must recognize that forces are at work in society that greatly influence the nature and direction of elementary education, that the needs of boys and girls representing a vast range of capabilities, interests, and aptitudes must be met. They should also be cognizant of the fact that common curriculum designs have many strengths and weaknesses and that a curriculum design to foster effective human relations is needed if education is to fulfill its function in a changing society. The teacher must know that each child is a person, that each child has his own pace and pattern of growth and development, that while each child is different, he is more like his age-mates than he is different. Moreover, the teacher must know that knowledge of the growth and development characteristics of children is a foundation of curriculum building, and that needs of the individuals must be met in the context of group life.

In order to gain more insight into curriculum of the elementary schools, it would be worthwhile to become familiar with the common curriculum designs to be found in elementary schools today. There are three to be found in most elementary schools today—the *subject-centered curriculum, the child-centered curriculum,* and the *problem-solving curriculum*—each one with its own strengths and weaknesses.

[3] ASCD Yearbook, *Learning More About Learning,* Washington, D. C. NEA. Page 23.

The Subject-Centered Curriculum

The subject-centered curriculum is founded upon the belief that the curriculum is composed of separate and distinct subjects, each of which embraces a body of content and skills which will enable the learner to acquire knowledge of himself and his world. Basically, this is the curriculum commonly referred to as the "Three R's." The strengths to be found in this curriculum are clearly defined goals in relation to the acquisition of facts, content, and skills, and security for teachers, who having taught the body of subject matter and skills prescribed, have the assurance of having discharged their obligation. The weaknesses to be found would relate to the research that has been done in the learning process and in how children grow and develop—the necessity for education that will be an integrative influence upon the developing personalities of children. The subject-centered curriculum is compartmentalized. The subject-centered curriculum is not concerned with helping children create better lives for themselves.

The Child-Centered Curriculum

The child-centered curriculum emerged from the extensive research carried on in the early twentieth century by John Dewey and his followers. While few public schools were committed to the new experimental approach, many were influenced by the child-centered philosophy. There were many new experiments and experiences from this novel approach, but most of all the new respect for the child, a new freedom of action, were evident in the curriculum building in the child-centered school. There were strengths to be seen in this new curriculum: children became the focus of educational efforts, experience became the medium of learning, children's motivation in learning was recognized, the creative energies of teachers and children were released, educational expectations and standards were custom-made in terms of each child's abilities and potentials, reporting on children's progress became descriptive. However, there were weaknesses which became quickly evident. These centered chiefly in the possibilities for misinterpretation and in the neglect of adequate consideration of the matrix in which the education of children must occur.

The Problem-Centered Curriculum

The problem-centered curriculum which is prevalent in elementary education today is conceived as the framework in which the child is guided toward maturity within the context of the social group. In the process of living, children experience problems, and

the solution to these problems enables children to become increasingly able to attain full development as individuals capable of self-direction, and to become competent in assuming social responsibility. There are many strengths in the problem-centered curriculum: it places emphasis on the developmental needs of children and demands of teachers knowledge and understanding of the processes of human growth and development of learning; it assumes that the needs of children and the needs of society are not opposing forces but rather fulfill one another, and that children reach their highest potential as they are encouraged to develop their capabilities within the context of group life. Weaknesses that may arise in this kind of curriculum may be resolved by cooperative school-community action in curriculum building and through the education of teachers who possess understanding of the culture and deep knowledge of children and the learning process. This curriculum draws upon research in the fields of human growth and development and in the learning process to guide children in reaching their highest potential. One of the most important aspects of a curriculum is designing such to foster effective human relations. This is why the problem-centered curriculum is one that fits this need for the full flowering of effective human relations. It is centered in the needs of children living in social groups in school in relation to the factors involved in human behavior. This curriculum is founded upon the belief that children learn best when they feel the need to learn and when their needs are being met.

Procedures Involved in Human Relations

In planning a curriculum to foster effective human relations, the designer of this curriculum starts with the problems that children experience in daily living in school, in their families, in their neighborhood and community, and in the larger communities of state, region, and the world. The same kinds of experiences must be kept in mind by those writing curricula for FLES programs. FLES programs, through effective curriculum materials for learning another language, another culture, must be so designed as to be integrated with the total school program. Long past is the era of fun and games in FLES programs. When there is purpose in learning, and that purpose is recognized by the children in the group, motivation for learning is present, and the achievements of children tend to be greater than they would otherwise be. Human relations are learned, and they are learned early in life. They develop through deliberate planning by the teacher to make sure

that learning occurs. When teachers plan as carefully for the learning of human relations skills, information, understandings, knowledge, as they do for academic knowledge, there is a built-in assurance of greater academic achievement. There is no conflict in emphasizing as equally valuable both achievement in human-relations learning and achievement in academics. Neither comes to fruition without the other.

Any curriculum designed to foster human-relations education must be founded upon a professional knowledge of human growth and development and the ways in which human beings learn. Knowledge must be put to use in ways which will help to determine each child's current development status. This kind of curriculum must recognize the practicalities of group life. Children in and out of school live in groups. Human relations cannot exist in today's world without interaction between and among people. This curriculum provides opportunities to solve common problems of the group as they are manifested by the individuals in it. Above all, the concepts of this curriculum are practical and are concerned with the implications of the changes in the nature and complexity of modern life.[4]

Perhaps it would be a good idea to review at this point the kind of elementary school that we would need. The kind of elementary school that is needed would be one with broadly conceived purposes and goals for children that reflect a concern for them as individual human beings. There are guidelines that could be followed such as the following, guidelines that affect FLES learning to a great extent:

1. This school must have clearly stated purposes that represent its commitment to children, to knowledge, and to society. Whatever new proposals are put in should be done in terms of whether such arrangements have a role to play in helping the elementary school to attain its goals for all children.
2. It has a responsibility beyond the teaching of the basic skills. Classroom activities must be perceived as the beginnings of learning rather than as terminal activities of little permanence.
3. It must reflect a concern for self-concept and personality development of children. The school must strive to provide a setting that minimizes the tensions that destroy the joys of learning.

[4] Crosby, Muriel, *Curriculum Development for Elementary Schools In a Changing Society*. Englewood, New Jersey: D. C. Heath and Company, 1964.

4. The elementary school must provide opportunities for children to practice and to learn the skills of effective group living as a part of their learning experiences.
5. The elementary school we need must demonstrate its respect for the individual.
6. It must foster creativity in children. Through a broad range of creative experiences, children will also be helped to appreciate the creative acts of others.
7. It must recognize and must make provisions for meeting the individual differences among children.
8. It must relate the learning experiences of children to their world and to reality as they know it.
9. It must provide opportunities for children to share in planning and organizing their classroom activities.
10. It must view education as a continuing activity that is an integral part of learning rather than an aftermath.
11. It must be responsive to children's needs that arise from conditions peculiar to the home, the community, and the neighborhood.
12. It must use the time of children and staff in ways that are consistent with the purposes of its instructional program.
13. It must purposefully place each child in a setting that best promotes his learning.
14. It must extend beyond the four walls of the classroom, and beyond the physical limits of the school building.
15. It must have superior leadership.

The elementary school needed can only be achieved through the cooperative and individual efforts of every person who works with children. The early years are an important part of a child's life, and the influence of the teacher is great.[5]

Conclusion

It is said that during the period of 1960 to 2000 the population of the United States will more than double. What kind of an elementary school will be needed in the next decades to help children to take their place in a changing world? It is estimated that much of the growth in world population will occur in areas of the world whose standards of living, economic systems, and values differ from our own. We will need the kind of a school that will

[5] ASCD Yearbook, *The Elementary School We Need,* Washington, D. C., NEA, 1965. Chapter 2.

develop the understandings to live in a world of new challenges, new confrontations, and new opportunities.[6] FLES programs will expand even more into less known languages because children must gain understandings concerning peoples and parts of the world that have received little attention in past years. The implications for FLES will become more evident as early beginnings must be made in other languages to deal with the kind of world of future generations. FLES, by the very nature of its instructional program, will become an even more integral part of the elementary school.

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[6] *Ibid.*

ORGANIZATION AND CURRICULUM

> "The current situation calls for a modern foreign language to be instituted in every elementary school that can provide the teachers and other conditions essential to children's comprehending and speaking a second language." [1]

In order to understand better these "essential conditions" for foreign-language learning on the elementary school level, it is important for foreign-language educators and elementary-school experts to examine the changing structure of contemporary elementary schools. These changes will have a profound effect upon the patterns and long-range developments of FLES programs throughout the country. One has only to attend meetings of elementary-school personnel to be caught up with the flow of discussion which centers about:

vertical and horizontal organization,
graded and non-graded structure,
team teaching and use of specialists,
platooning or departmentalization,
self-contained classrooms.

It is essential that people concerned with FLES and foreign-language learning at any level become cognizant of the newer developments in elementary-school organizational patterns, lest FLES be discarded because the program no longer fits into the elementary-school structure. It would be well to heed the caution sounded by Shuster and Ploghoft when they warn: ". . . it is essential that foreign language be regarded by parents and school people as something more than a fad or an attempt to inflate the curriculum in an age of satellites." [2]

Regarding the goals of elementary-school organization, there is considerable agreement that "good organizational design can make it possible for good teachers to be more effective, and poor organizational design can reduce the effectiveness of even the best teachers." [3]

Let us examine briefly current patterns of elementary-school organization and place in focus the concomitant implications for FLES.

[1] Herbert Klausmeier and K. Dresden, *Teaching in the Elementary School,* p. 310.

[2] A. Shuster and M. Ploghoft, *The Emerging Elementary Curriculum,* p. 235.

[3] *Elementary School Organization,* NEA, p. 61.

Vertical Organization

Under a graded structure (the traditional organization most widely practiced today), pupils are placed in classes and moved upward through the elementary educational program. Pupils generally spend all or most of their time in a "self-contained" classroom, where the work in many subject areas is carried on by a single teacher. Many educators stress the need for the young child to relate with one adult rather than with many. Further, this plan permits the teacher to really know and understand each child's interests, needs, abilities, and aspirations. Since only one teacher is involved in each classroom, the daily educational program can be flexible. Under this type of organization, children may be grouped heterogeneously, with a wide range of abilities, or homogeneously, according to an area of the curriculum (e.g., reading) or according to special individual needs.

Implications for FLES:

It has been said that the most effective FLES program involves an elementary-school teacher who has an excellent background in foreign language as the FLES teacher for a self-contained class. However, the elementary-school specialist who is also a foreign-language expert is, at present, in short supply, except for the large cities. (New York City, for example, employs 200 elementary-school teachers who have been licensed in foreign language as well as elementary education.) By using classroom teachers who are also competent in foreign language, provision can be made to make "foreign language an integral part of the curriculum." [4]

Another implication in the use of the classroom-FLES teacher is the opportunity afforded her to apply some of the methodology used in other areas of the elementary-school curriculum to teaching the foreign language. Thus, Ragan states: "the techniques of teaching a foreign language in the elementary school have elements in common with modern methods of teaching other language arts." [5]

Non-Graded Structure

This type of organization is an arrangement whereby all children of several grades (according to the vertical organization previously described) are grouped together without a grade designation. Thus, children of grades 4, 5, 6, for example, will be grouped

[4] Lillian Logan and Virgil Logan, *Teaching the Elementary School Child,* p. 695.
[5] William Ragan, *Modern Elementary Curriculum,* p. 230.

according to their individual needs. One of the major goals of the non-graded structure is to provide a program suited to individual abilities, and each child is then permitted to proceed at his own rate. There are some people who indicate that this organization represents a return to the "little Red Schoolhouse." Proponents of the non-graded organization, however, declare that this structure helps to break the lock-step of vertical organization and encourages individual pupil progress and promotes interest in learning.

A variation of the non-graded structure is the "multigrade" arrangement. In this instance, children of various grades are grouped together so that several levels of maturity are represented, and grade designations within a class are often maintained.

Still another pattern of non-graded organization is the dual-progress plan, which contains elements of the graded structure in certain basic subject areas (as in the self-contained classroom), as well as non-graded, individualized programming (with specialist teachers) in other subject areas.

Implications for FLES:

FLES teachers are as concerned with the rate of progress of individual pupils as are teachers of other disciplines. Although there may be some difficulty in organizing a full sequence for FLES under a non-graded school organization, there are a number of advantages to the placing together of pupils of similar ability in foreign language, regardless of grade level. The non-graded structure implies the serious attention of educators to the development of a basic yet flexible curriculum. Thus, under this plan, FLES teachers will make optimum use of the varied tools which help to provide individualized learning activities. These include the vast array of electronic equipment (tape recorders, phonographs, radio, language laboratories, programmed instruction, etc.) designed to develop individual growth and progress. FLES teachers will be able to explore the facilities for large group instruction as well as the use of the overhead projector, television, films and filmstrips. By adapting the program to meet individual needs, FLES teachers may hope to keep even the marginal student interested. Thus, according to advocates of this organizational pattern, it is possible for each child to be successful, since "children move from one level to the next . . . whenever they have successfully achieved the educational objectives for that level." [6]

[6] Saylor and William Alexander, *Curriculum Planning for Modern Schools*, p. 342.

Team Teaching

> "Team teaching is an arrangement that provides for having two or more teachers, with abilities and skills that complement each other, assume joint responsibility for directing the learning activities of a group of students. Together, the members of the team take charge of planning lessons, developing appropriate methods and materials, and teaching and evaluating a program of studies for their student group." [7]

Since team teaching is in its early stages of development, many variations of organization are being explored. While good teachers have always worked together, planned cooperatively, the team approach encourages this attitude of cooperation to the utmost, and what is more, schedules time for planning together. Team teaching capitalizes upon the special skills and talents of the teachers on the team. Pupils benefit from an individualized approach to their special needs in the form of large and small groupings. It is too early, however, to determine how important an effect this trend will have upon future plans for elementary-school organization, and much research is needed on the various aspects of this innovation in educational practice.[8]

Implications for FLES:

There would be relatively few problems in incorporating FLES programs into a team-teaching organization, since team teaching stresses the use of specialist teachers. The learning of a foreign language could also become highly integrated with other areas of the curriculum, through effective team planning. Within the framework of small groupings, those pupils requiring special attention in the foreign language could receive additional practice with the FLES teacher or in a "listening-corner set-up" employing review tapes.

Platooning (or Departmentalization)

Although some elementary-school educators fear the fragmentation of instruction involved in moving students from room to room, or the programming of different teachers for the same group of children, the major argument in favor of departmentalization is the opportunity for pupils to have subject-matter specialists enrich their learning in the various subject areas. Under the departmentalized organization of elementary education, pupils are

[7] *Elementary School Organization*, p. 115.
[8] Judson Shaplin and Henry Olds, *Team Teaching*, p. 306.

taught by a number of subject-matter specialists. Variations in the use of specialists can also be found in some aspects of the nongraded structure and team-teaching. Frequently, several foreign-language specialists work as a team, planning together, and then implement the team plans at their respective level of specialization.

Implications for FLES:

Most FLES programs employ the services of a specialist foreign-language teacher. Generally, this is the wisest procedure, in order to provide the most proficient model of foreign-language accuracy. It is often necessary for the FLES specialist teacher to help the classroom teacher understand how the foreign language fits into the rest of the school curriculum. Often a joint assembly program can be planned; sometimes a class will exchange pen-pal letters and tapes with a class in the foreign country. The important point to remember is that "no subject has to be pushed out if the foreign language can be integrated with subjects already in the curriculum." [9]

Future Organizational Procedures

Many school districts are already experimenting with the extended school day (in order to provide sufficient time for all the subjects in a crowded curriculum), with the extended school year (in order to challenge gifted students and to develop remedial programs for those who need them), with severe modifications of graded organization (in which grades 5 and 6 of elementary schools are truncated and junior high schools acquire these grades [10]), and with the changing pattern of the curriculum through a "spiral approach." Support for the early introduction of foreign languages at the elementary-school level comes from Bruner who states that "there is an appropriate version of any skill or knowledge that may be imparted at whatever age we wish to begin teaching—however preparatory the version may be." [11] Saylor and Alexander too indicate that "there is a hierarchical order for much of a pupil's schooling, and he will be unable to master or undertake a learning task if he does not possess the preliminary sets of learning that undergird it." [12] Thus, the content for FLES programs provides the foundation for future foreign-language learnings by

[9] Merle Ohlsen, *Modern Methods in Elementary Education*, p. 276.
[10] *French for Elementary Schools*, p. 4.
[11] Jerome Bruner, *Toward a Theory of Instruction*, p. 33.
[12] J. Saylor and William Alexander, *Curriculum Planning for Modern Schools*, p. 217.

stressing the sound system and basic structures of the language which are developed in greater detail and expanded widely at higher levels.

In this period of educational reform, termed by Anderson [13] as the most active and promising period, and in a continuing search for flexibility and optimum school organization for maximum learning, "those responsible for educating children will seek constantly to extend and revise the scope and sequence of the educational program as new knowledge becomes available and as new needs and new opportunities are identified." [14]

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[13] Robert Anderson, *Teaching in a World of Change*, p. 3.
[14] *Elementary School Organization*, p. 145.

CONCLUSION

The degree to which the intentions of the FLES Committee of the AATF have been realized in this Report for 1966 cannot be determined by the membership of the Committee. It is our hope that the Report will elicit feedback from foreign-language teachers at all levels, and from elementary and secondary school personnel: administrators, counselors, curriculum specialists and, particularly, fellow teachers.

In a composite work such as this, shift of emphases and occasional overlaps are inevitable. We hope our readers will concur with us that the minimal extent to which these occur obscure neither the several thrusts of the individual essays nor the spirit of cohesion in which they were written.

It was our intent to review the unique contributions which FLES brings to the elementary-school curriculum in the most positive terms possible. There is ample evidence in the preceding pages of our conviction that good FLES programs provide students with a successful educational experience. This being the Committee's particular area of expertise, it felt no reluctance to speak with authority to this specialized area.

The Committee felt less secure in the task it had set itself of viewing the FLES program from an external vantage point. The complexities of curricular goal-setting, implementation and evaluation are enormous. Furthermore, they are necessarily characterized by flux rather than stability.

While conscious that it did not touch on all areas of curricular concerns and that it developed some areas with more penetration than others, the Committee is not particularly concerned that the Report is far from definitive.

The document is viewed as an instrument which, if it succeeds in initiating communication (even by way of criticism), may become a useful catalyst in stimulating conversation between and within several professional groups.

Administrators may come to realize that the FLES teacher is not committed to insularity. Teachers in other subjects may reflect on the commonality of aspirations which provide a bond between the entire staff.

Foreign-language teachers at all levels may wish to focus on those fundamental curricular aspects of FLES which are subject to expansion in the secondary school. Initiation of such a dialogue may well mitigate some of the problems of articulation often blurred by lack of perspective.

FLES teachers may observe in our remarks a number of current criteria relevant to improved practices in the FLES classroom and significant for the continuous evaluation of FLES objectives.

Should even a small proportion of our audience feel but a small measure of consonance with our thesis, we are certain that our Report will be superseded by increasingly sophisticated discussions leading to more productive programs. And for a single year's work, this would be reward enough.

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